

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

Causes that Affect Oral Interaction Development in Students Taking Third Level of
English at a Private University

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Abstract

The learning of a Foreign Language, let us say English, is crucial in today's world. Unfortunately, not everybody can learn it in an easier and faster way as others can. Therefore, what it is looked for with this research is to unveil some of the causes why some students taking English at a private university on the northwest coast of Colombia do not reach a higher oral proficiency skill. To carry out this inquiry, first, some second language acquisition and / or learning theories, along with some second language learning – teaching methods or approaches, as well as some theory on classroom research and oral interaction were examined. The main purpose is to gain some ground and an insight about what is going on with the teaching–learning process into the classroom. In order to meet this objective it was necessary to carry out some class observations and apply some interviews to the participant subjects. The gotten data was analyzed under the light of the theoretical framework and served to answer the research question.

Key Words: Foreign Language, Methodology, Communicative Approach, Strategies, Communicative Strategies, Oral Interaction, Scaffolding, Turn Taking, CLT Principles, Initiation, Response, Feedback, Learning Hypothesis.

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DEDICATION

TO THE LIGHT OF MY HEART

TO THE REASON OF MY BEING

TO THE INEXHAUSTIBLE SOURCE OF ENERGY

ENCOURAGEMENT AND HAPPINESS

TO THE EVERYTHING IN MY LIFE...

MY DAUGHTER:

ARIADNA

AND

GOD

Acknowledgements

I would like to thank my mother, who even in the distance, offered me
Her love, blessings and unconditional and endless moral support.

I would also like to thank my daughter, who with her short age and
Innocence was able to understand my moments of absence,
Even though I was present.

Finally, I would like to thank every single person, who helped me
With this hard endeavor.

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Emilse

Luis Cadenas – Tutor

Norma Barletta

And of course

Maryi, my wife.

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1. INTRODUCTION

When I was just a little kid, let us say, about 10 or 12 years old, I was introduced to my first “super starter” English classes. I was exposed, if I am not wrong, to a Saturday – afternoon – two – hour class where I learned some colors, some numbers, a very few verbs and nouns, and of course the verb “BE” in present simple, along with its three forms: Affirmative, Negative, and Interrogative without leaving behind the short and full positive – negative answer(s). It was a snapshot-like course. I am talking about a two - maybe three – month - lasting course. It was enough for it to get my attention, interest and motivation to keep learning English. A year later, I started my high – school studies where English was taught two or three hours per week. Enough time for not learning much or nothing at all, but in my case, the little input to which I was exposed could capture me. Thus, teachers’ explanations became very easy and understandable to me. Unfortunately, I cannot say that the same happened to most of my classmates. I did not understand then, and I do not yet, why if we were receiving exactly the same explanation, doing the same exercises and taking the same kind of test assignments. I have been wondering myself why for someone learning a subject such as: Mathematics, Calculus, Physics, Chemistry...English becomes into a piece of cake, whilst for others learning or understanding them turns into a real nightmare.

Will it be, as Douglas Brown (2007) stated, that if somebody is willing to learn a second language not only the desire to do so is enough, but also her / his whole person must be affected? Since she or he has to struggle to reach beyond the

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confines of her / his mother tongue. Must a learner be immersed into a new language, a new culture, a new way of thinking, feeling, and acting because learning a second language is a long and complex undertaking? Brown, D. (2007) asserted that total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully take part in the learning process for later participate in a target language conversation.

At a simple glance, it seems, after all, not so complicated. However into a milieu as ours, I mean in classrooms with a short time of artificial target language use, if used, and exposure, students with an enormous academic “load” would hardly achieve fluency in a foreign language.

But the above mention is just pure speculations. Therefore, what it is looked for with this paper is to unveil some of the causes why some of the students taking English at a private university on the northwest coast of Colombia do not reach a higher oral proficiency skill. To reach this purpose, some class observations will be held to observe how the English teacher accomplishes his lessons. That is to say, the teaching – learning method and the strategies he uses in his classes, and how the oral interaction is performed by the participants in the classroom. These observations will be recorded, transcribed and analyzed based on the theory chosen to support this study. Besides, the teacher, as well as his students, will be interviewed to have more elements to analyze and write some conclusions and recommendations.

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This research is important because English teachers find relevant the fact that those students taking English as a foreign language are most of the time struggling with the content taught. Carrying out this endeavor is also important since English teachers, at this private university, must realize how to identify their students' strengths and weaknesses with regard to the different target language skills, especially the communicative one.

The outcome of this research will benefit not only to those students learning English as a foreign language, but also to all those teachers who are directly responsible for putting into practice the wide spectrum of language teaching – learning theories and strategies. Therefore, the process of the students' language teaching – learning experience will be examined with careful attention based on the theories stated by the scholars selected to analyze and describe this particular educational environment.

Besides, this research will help teachers understand the practice that is necessary to achieve when the teaching learning process is carried out in the foreign language classroom. Doing this study will benefit teachers and students in future language learning processes. Based on the results of this inquiry, teachers may improve their daily teaching practice at this university and why not in different institutions of the city of Monteria.

The current research is divided in five chapters. The first one contains an introduction to the dissertation, a justification for carrying this endeavor out, the

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research questions and objectives to be reached. It is also found a description of the context where this enterprise is developed and the problem presented there.

The second chapter reviews the theoretical framework that supported the research. The main theories are: Language Learning Theories or Hypothesis, Language Teaching – Learning Methods, Communicative Language Approach, Communicative Competence, Communicative Strategies, Oral Interaction and Questioning Strategies.

The third chapter is referred to the methodology used in order to write findings. It mentions the paradigm used: qualitative and the type of study: case study. There is also a reference about the instruments that were used to collect the data to be analyzed in order to write conclusions. A description of the participants is also found in this chapter.

Chapter number four deals with the way how the collected data throughout this research were analyzed. The different categories are analyzed here. The findings of the present study are also found in this section.

Finally, the conclusions, together with some recommendations for future researches, are found in chapter number five.

Additional to this, the references, as well as some appendices, are found at the end of this paper.

1.1. Justification

The knowledge of another language is an essential skill necessary to succeed in today's world, especially English. Learning a foreign language not only takes time and dedication, but it also requires active participation from teachers and students. The method, strategies and activities teachers use during this process play a fundamental role. Learning how to speak, listen, write and read in the target language (English) depends, in great part, on what teachers do and ask students to do with the language in and outside the classroom. If the teaching – learning language process is carried out in an appropriate way, students will gain enough self-confidence to perform in that foreign language.

Thus, what is sought with this study is to describe how the method, strategies and oral activities carried out in the classroom contribute to develop students' oral communicative competence.

Conducting this study is important because, based on the analysis of the gotten results, it will be possible to find or unveil if the method, strategies and oral activities done in class help learners taking third level of English at a private university to reach the oral skill proficiency desired according to the programme of the university. Thus, the researcher, depending on the findings, will make some recommendations for the improvement or implementation of some strategies that lead students to reach a higher level of oral skill proficiency.

1.2. Research questions

Three research questions will guide this research study:

- 1- Why do students taking third level of English at a private university not develop the oral skill proficiency desired according to the programme of the university (B1 based on The Common European Framework)
- 2- To what extent does methodology used in class fosters the development of oral skill proficiency in students taking third level of English at a private university?
- 3- To what extent do strategies and / or activities used in class foster the development of oral skill proficiency in students taking third level of English at a private university?

1.3. Context

Universidad Pontificia Bolivariana is a private – catholic university located on the northwest coast of the city of Monteria. It offers twelve under-graduate programs and several graduate programs. More than 2.200 students coming from different cities of the department of Cordoba, the region, and the country make it up.

These students belong to the middle high, middle and low social economic level. Although most students' age ranges from 15 to 25, it is possible to find people up to 30 in the under-graduate programs.

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Students must, first, take four Basic English Levels which are interdisciplinary, that is to say, students studying Law, Psychology, Social Communication, Administration, Economics, Architecture, or Engineering such as Agro-Industrial, Civil, Electronics, Computer Science, Mechanics and / or Sanitary and Environmental may converge in the same English class. Then, when they finished the Basic English courses, two English for Specific Purposes – ESP - courses aimed only at the specific careers, must be attended. In ESP courses, students see topics related to their careers. In other words, for instance, Electronic Engineering students deal with topics such as: electronic devices, electronic circuits, robotic, etc. These topics are taken from books designed for English for Specific Purposes, if available in the specific field. Otherwise, teachers should get material from specialized books, magazines, internet, etc., and adapt or prepare exercises based on the gotten material for students to develop them. In the ESP courses, teachers are expected to emphasize on students' Listening, Speaking and Reading skills, due to the fact that students, when finishing specific English II, must take the Michigan or Melicet tests to partially fulfill some of the requirements to graduate.

The basic levels comprise a 64 – hour course each. The time allotted to cover each book, according to the editors of the series Total English, the book that is being followed in these courses, is the required to go to the levels that the Common European Framework has established. Total English Elementary covers A1 and goes to A2. Total English Pre - Intermediate covers A2 and goes to B1. Total English Intermediate covers B1 and goes to B1+.

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The ESP levels cover a 48 – hour course per semester. It is to say an average of 350 hours during their career. At the end of this instruction time, students are expected to get at least B2 level based on the Common European Framework. The majority of the classes are delivered in the target language (English). The material content is aimed at developing the four basic abilities with special emphasis on Listening and Oral skills. Thus, professors use communicative methods or approaches to develop their classes.

Students who have knowledge of English may take a placement test. It is made up of three parts. One of those is the written assignment test. It assesses grammar, vocabulary and reading comprehension. The second part is a listening comprehension test. The third part of the placement test is the oral interview which evaluates students' grammar, vocabulary, fluency, understanding and pronunciation. All three parts of the placement test are graded from zero (0) to one-hundred (100) points. Once students have taken the three parts of the test, these are graded. The partial results are summed up and that result is divided between three to get the final grade. According to that final score, students are classified in the corresponding level based on a classification table.

Most students, enrolled in the university, prefer to start the English levels from the beginning. Some want to consolidate the knowledge they have acquired at school. Others feel that the English level in their previous schools was not so good. This mixture makes courses heterogeneous, sometimes. Generally, the 3% to 7% of students who enroll in the university take the placement test because they have studied in bilingual schools, taken English courses or studied in an English

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speaking country. Their performance in the classification assessment test usually correspond to the level they possess, so they are classified according to it.

On the other hand, graduate students, who follow a specialization course at this university, besides taking their core graduate program subjects, must enroll in a basic forty-hour reading comprehension course to partially fulfill the university pre-requisites to obtain their graduate title. In these courses, graduate students are taught some reading comprehension strategies to be used in general and specific readings. The material used is a compilation from reading comprehension texts, magazines, articles and/or internet. The university offers the possibility for those students, who consider having a good English level, to take a reading comprehension test, instead. This test assesses factual, inference and evaluation questions. It also evaluates identifying main ideas, supporting ideas, reference, synonyms and antonyms. Very few graduate students decide to take it due to the fact they do not have the appropriate level to gain it.

The Language Center Head periodically calls for meetings in which teachers can express their perceptions, opinions, achievements or problems they have encountered during their daily teaching practice.

One of the most common complaints is that learners in all the courses obtain low grades. They support this based on the results they have gotten in the different oral, listening, reading or writing skills evaluation and their students' performance in the class. These skills are assessed through task or test assignments which are conformed by oral and written reports, presentations, role

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plays, class activities, listening tasks, homework, quizzes, workshops, reading comprehension exercises, written or oral mid-terms, etc.

Oral skill is one of the major teachers' concerns. They frequently manifest that some students are not willing to take part in oral activities. And when they do, it is palpable their weaknesses with regard to it. This perception is present throughout the different levels. The lack of domain with regard to this skill is usually evident when student take the oral interview in the Michigan or Melicet tests because some of them get poor results.

Since at this university the four basic skills are developed, teachers must work on them in all the basic levels. In the specific ones, listening and reading comprehension and oral production are emphasized because these skills are chiefly evaluated in the Michigan and Melicet tests. Written production is also worked throughout the ESP courses although it is not evaluated in those tests. All teacher are qualified to teach in both basic and ESP levels. Thus, it is common to see a teacher working in a basic, as well as in a specific one.

Frequently, teachers grade their students based on criteria which has been previously known by or agreed with students. There is not a standardized rubric to grade students in the basic or specific English levels. The assigned percentage to the four skills is equal.

Michigan and Melicet tests, which are taken in two sessions, are divided in three parts. During the first one, the written test is presented. This part evaluates students' grammar, cloze, vocabulary and reading comprehension. There are 100

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items which must be finished in 75 minutes, maximum. Listening and oral interview are evaluated in the second session. To grade the first and second parts, there are some answer sheets. The oral interview is evaluated based on a rubric. It mainly evaluates fluency, understanding, grammar, vocabulary and pronunciation.

1.4. Problem Statement

Most students, in general terms, taking English at this university reach a low level of oral skill proficiency, although, they take at least six English courses, around 350 hours. Four Basic English levels and two English for Specific Purposes levels (ESP).

Despite that instruction time, students do not arrive at the level of oral skill proficiency that they are supposed to reach after taking each level.

Therefore, the planned undertaking is to observe what is going on in the classroom during the oral activities performance, how they are being conducted both by teacher and students to determine to what extent they foster the development of oral skill proficiency in a context of this nature.

Carrying out this research project, it is sought to understand how the phenomenon of language learning is achieved in this milieu in particular.

1.5. Research Objectives

1.5.1. General Objective

To identify some causes why students taking third level of English at a private university do not reach the oral skill proficiency desired according to the programme of the university.

1.5.2. Specific objectives

- 1- To describe the methodology used in class with the purpose of seeing how communicative it is, and to what extent it may help or block the development of the communicative skills
- 2- To describe the oral activities, strategies and oral interaction used in class with the purpose of seeing how they may help to develop the communicative skills.

2. THEORETICAL FRAMEWORK

The literature to be explored to conduct this research is related to language learning, language learning theories and hypothesis, teaching – learning methods with especial emphasis on Communicative Language Approach, strategies mainly focused on the communicative and questioning ones, communicative competence and oral interaction in the classroom, as well as the CEFR. The main purpose is to take the most relevant aspects about this issues to gain some ground and an insight about what is going on with the teaching – learning process into the classroom.

2.1. Second Language Learning

2.1.1. Definitions

First, it would be a good idea to start providing an overview of key concepts and issues on second language learning. Thus, some introductory definitions of a range of key terms will be presented. According to Rosamond Mitchell and Florence Myles (2001) second language learning in a broadly meaning is “*the learning of any language to any level, provided that the learning of the second language takes place sometime later than the acquisition of the first language*”. In other words learning a second language means learning other language(s) different from the child’s native or mother tongue. Mitchell and Myles (ibid) thought convenient to include ‘foreign’ languages under the term of ‘second’ languages; because they believe that “*the underlying learning processes are basically the same for more*

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local and for more remote target languages, despite differing learning purposes and circumstances". (Mitchell, R & Myles, F. 2001 p. 24)

On the other hand, García, M. and Garcia, M. (2003) stated a clear difference between Second Language Learning which is the process in which the "*learner has access to the L2 not only in the classroom but in the world in which she / he is daily immersed*" giving her / him major chance to put it into practice, and Foreign Language Learning *that is "the process in which the learner has access to the input provided in the classroom and little else"*(García, M. & Garcia, M. 2003 p. vii). That is to say, in an artificial environment.

Continuing with some definitions of second language learning, Krashen and Seliger, (1975) described it as a "*conscious language learning process*" in which the apprentice learns a series of explicit rules to put them into practice in an artificial environment. Through error correction, teacher helps "*the learner come to the correct mental representation of the linguistic generalization*". Whether such feedback has this effect to a significant degree remains an open question (Fanselow, 1977; Long, 1977).

Cook, V. (2002) affirmed that "*second language learners acquire a system for later use: they memorize a list of vocabulary, pretending to be customers in a shop, repeating a dialogue on a tape*" or today on a cd or the internet. "*Sometimes using and learning come to the same thing*". Cook provides two examples for a better understanding of this "*an asylum-seeker in a new country learns by using the language for everyday survival, as does a child whose parents speak two*

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languages". Some L2 learners study the language in the classroom or on their own for

"diverse reasons set by themselves or by their educational systems. Thus, it can be inferred that second language learning success depends primarily on the purpose of the L2 learner. That is to say, if the L2 learners have no intention of becoming L2 users the learning process will hardly be accomplished. Or if they learn it having in mind as the chief reason a possible use the learning will be easier and more effective". Cook continues exemplifying her affirmations: *"some of them use the second language as skillfully as a monolingual native speaker, some of them can barely ask for a coffee in a restaurant"*. (Cook, V. 2002, p. 1, 8)

The concept of the L2 user is similar to Haugen's minimal definition of bilingualism as *'the point where a speaker can first produce complete meaningful utterances in the other language'* (Haugen, 1953, p. 7) and to Bloomfield's comment *'To the extent that the learner can communicate, he may be ranked as a foreign speaker of a language'* (Bloomfield, 1933, p. 54). Any use counts, however small or ineffective. People use language, whether their first or second language, for their own purposes. L2 use succeeds or fails in the same ways as L1 use does.

So far, what it can be concluded, according to our context and some of the definitions above, is that most students do not learn a second language, in this case English as a second language, in the strict sense of this process; but they learn a foreign language, once again English as a foreign language. Learners

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reach or fail to get that goal depending on the motivation that moves them to arrive at it. The process may become easier or quite the opposite if teachers take into account or ignore some fundamental grounds on language teaching and learning. Thus, in concordance with Williams, M. and Burden, R. (2005), the successful educator must be one who understands the complexity of the teaching – learning process and can draw upon this knowledge to act in ways which empower learners both within and beyond the classroom situation. (Williams, M. & Burden, R. 2005, p. 20)

For instance, Douglas Brown (2007) presents a series of categories which he proposes to keep in mind when dealing with second language learning or acquisition. Brown starts formulating some questions related to:

2.1.2. Learner Characteristics

Who are the learners being taught? What is their ethnic, linguistic, and religious heritage? What are their levels of education, and socio-economic characteristics? What life's experiences have they had that might affect their learning? What are their intellectual capacities, abilities, and strengths and weaknesses? These are just some questions that focus attention on some crucial variables affecting both learners' success in learning a foreign language and teacher's capacities to enable learners to achieve that acquisition.

2.1.3. Linguistic Factors

Here the teacher needs to understand the system and functioning of the second language and the differences between the first and second language of the learner. All English teachers at this university possess at least a specialization in the teaching of English which on theory facilitates to have a better understanding of those Linguistics Factors.

2.1.4. Learning Process

In which it is necessary to bear in mind processes such as: how learning takes place, how a person ensures success in language learning, what cognitive process are utilized in second language learning, what kind of strategies to a learner are available, how important factors like frequency of input and output, attention to form and meaning, memory and storage process, and recall are. Strategies, input and output are some of these aspects that will be taken into account in this research.

2.1.5. Age and Acquisition

It is one of the most vital issues in second language learning and teaching research. Since researchers have made big efforts to establish differences between children and adults in learning a second language.

2.1.6. Instructional Variables

It has to do with how teaching – learning process is carried out. What methodology, strategies, activities are used in the classroom. Even acquiring a second language may take place inside or outside of any educational context or classroom. These variables are the principal ones which will be taken into account in this study.

2.1.7. Context

The milieu where the learners are attempting to acquire or learn a second language plays an important role since it could be in an immersion target language program or in an artificial language classroom. In the former, learners will reach higher language proficiency than in the latter. In our case, the milieu is totally artificial where English is only spoken during the class time.

2.1.8. The purpose

Which in certain way is the motor, that internal flame, or that external motivation that leads learners to acquire the target language in an easier and faster way, or quite the opposite.

2.2. Second Language Theories and Hypothesis

2.2.1. The Interaction Hypothesis

Interaction Hypothesis (IH) draws on how native speakers repair breakdowns in communication (Schegloff, Jefferson and Sacks 1977) and on Hatch's (1978b).

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They affirm that learners can learn a second language (L2) through the process of interacting rather than just manifesting what they have already learned in interaction.

The IH concerns itself with one particular kind of interaction - known as the negotiation of meaning. This concerns the conversational exchanges that arise when interlocutors seek to prevent a communicative impasse occurring or to remedy an actual impasse that has arisen. These exchanges involve what Long (1980) has called interactional modifications, for instance: changes to the structure of a conversation to accommodate potential or actual problems of understanding.

They contrast with the input modifications found in foreigner talk, for example changes, both grammatical and sometimes ungrammatical, in the formal properties of utterances addressed to learners. Such modifications may arise as a result of interactional modification but they can also occur in monologic discourse.

2.2.2. Socio Cultural Theory

Firth and Wagner (1996) argue that SLA should give more attention to language acquisition as a social phenomenon by examining how L2s are used interactively in a variety of contexts and for myriad purposes. Pica (1996a), for example, specifically talks of the learner's 'data needs'. Like Firth and Wagner, Lantolf (ibid) sees the need for SLA to take on board alternate metaphors that attribute greater agency to learners and that situate acquisition outside in the social world rather than inside the head of the learner. In particular, a social view of

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language learning favors the metaphor of 'participation' with its entailment of active involvement rather than the traditional metaphor of 'acquisition'.

2.2.3. Depth of Processing Theory

It is merely cognitive since it has to do on how learners process information. Ellis (ibid) suggests that "*interaction serves as a means of achieving the kind of mental activity required for new material to be stored in long-term memory*". Traditional information processing models are premised on the existence of three types of memory store. Sensory registers allow for a literal copy of input without attention and are subject to rapid and large decay. The short-term store requires conscious attention and allows for recycling of information. Decay takes place but less rapidly. The long-term store requires information to be organized meaningfully and can maintain information over a long period of time with minimal loss. (Craik & Lockhart 1972; Craik and Tulving 1975) (Ellis R. 1999 pp. 13 – 36)

2.2.4. Input Theory

Krashen, (1983) suggested that the learner can acquire or learn a second language when s/he can understand by connecting it to prior knowledge and known concept. Thus, it is necessary that comprehensible input $I + 1$ should be provided

- Input should be not grammatically sequenced
- If this happens people acquire language best by understanding input that is a little above their present level of competence.

2.2.5. Intake

Krashen, S. (1981) in his first internet edition (2002), suggests that there are several ways in which a classroom can promote language acquisition. Intake is available via meaningful and communicative activities supplied by the teacher; this is the most direct way the classroom can promote language acquisition. This author assures that there are other ways in which the classroom can encourage acquisition: in second language situations, it can aid in the development of the foreign student peer group, which is quite possibly an important intermediate source of intake what is considered the most essential component of language instruction, explicit information about the language, and mechanical drill, may be the least important contributions the second language classroom makes. Although, he continues, one can certainly study grammar on his/her own, one would elect to attend a second language class if one were again abroad for some period of time in a country where one did not know the language; the intention would be to gain intake, from the teacher, the classroom exercises, and from fellow students.

2.2.6. Output Theory

According to Järvinen, H. (2007) Swain, M. (1985) came up with the Output Hypothesis as a reaction to Krashen's Input Hypothesis. This theory "*was used to indicate the outcome, or product, of the language acquisition device*". That is to say, what the learner has learned to do with the language through the second language learning process.

2.2.7. Teacher Talk in the Target Language

According to Chamber (1991), the teacher is the only source of spoken Foreign Language – FL - in the language classroom, which the pupils experience live with the paralinguistic support which is non-existent on recorded audio tapes. This author suggests that in the beginning learners often find it easier to understand the teacher than a recorded message, so FL teacher talk is crucial in the development of listening skills.

Chamber (ibid) says that the managerial language needed by language teachers can be divided into four categories:

- Organizational instructions.
- Activity instructions.
- Evaluation and correction of pupil's FL performance.
- Disciplinary interventions
- Organizational instructions: they have to do with the way how teacher tells pupils what to do, how to group themselves, what materials to use. They are used almost every day, maybe several times in the same class.
- Activity instructions: they are generally determined by the kind of teaching activities chosen by the teacher, so is the language required to organize such activities.

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- Evaluation and correction of pupil's FL performance: it makes reference to the way or strategies the teacher uses to evaluate and the vocabulary or expressions used to express approval or disapproval.
- Disciplinary interventions: Mitchell (1988) reports that for mild disciplinary intervention most teachers observed used FL but whenever real disruption threatened then teachers resorted to mother tongue.

2.2.8. Student Talk in the Classroom

Chamber (ibid) suggests that for a long time, the teacher remains the main source of FL talk and the organizer of tasks. Students cannot be expected to take the initiative in the FL for a long time. However, pupils can be taught the language which enables them to respond or intervene, even if minimally. Thus, students should be able to express a number of **requests**, **ask for help** when they are experiencing some difficulty, **apologize**, and **evaluate** their own repertoire to appraise their own work or their partners' work.

2.2.9. Use of Mother Tongue in Class

According to Townsend (2007) the use of the target language in a multilanguage classroom allows learner maximum exposure to it. Thus, learners can accustom their ear to the new sounds, develop listening strategies and be discouraged from translating. However, if the class is monolingual, the reasons for using the mother tongue for specific reasons are surely convincing. First, there is the time-saving benefit of issuing complex task instructions in the mother tongue or

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troubleshooting when activities are not working too well. Then there are issues of comprehension. It is often helpful to use mother tongue comparisons to help clarify such issues. If the learners are children then use of mother tongue in such situations can be helpful to keep the pace of the lesson brisk so that the children do not lose attention.

Another reason is the value in making structural comparisons. Where English grammar is posing a conceptual difficulty, an illustration of a mother tongue equivalent can be helpful. I agree with Dr. Townsend when she affirms that what is really important for learners is to have an effective teaching – learning process and if the use of the mother tongue adds to the effectiveness then it should be used when required. It is a good idea to agree a policy on its use with the group at the beginning of the course: when and why mother tongue will be used and by whom.

Krashen, S. D & Terrell, (1983) formulated some hypotheses through which learners are supposed to acquire or learn a second language.

2.2.10. Acquisition or Learning Hypothesis

2.2.10.1. Learning-Acquisition Hypothesis One acquires a second language by using it.

2.2.10.2. The Natural Order of Acquisition Hypothesis Linguistic forms emerge in second language acquisition in much the same order as they do in first language.

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2.2.10.3. The Monitoring Hypothesis as the learner develops skills and competence in second language she / he begins to correct and modify her / his speech to conform to the model speech and written language of native speakers of the target language.

2.2.10.4. The Comprehensible Input Hypothesis The learner can only acquire or learn language that she / he can understand by connecting it to prior knowledge and known concept.

2.2.10.5. Comprehensible Input: the I + 1 Formula Language that contains higher level of linguistic complexity beyond the learner's level provides a challenge to develop second language proficiency.

2.2.10.6. The Affective Hypothesis: factors of motivation, interpersonal acceptance, and self-esteem can enhance or limit the speed of levels of second language learning.

2.2.10.7. The Affective Filter Hypothesis: there exists a "filter" or "mental block" that impedes second language from "getting in". Low filter is associated with relaxation, confidence to take risks and a pleasant learning environment. High filter quite the opposite.

2.2.10.8. Aptitude Hypothesis: it makes reference to the innate ability to learn a second language quickly and easily.

2.2.10.9. Interlanguage or L1 Hypothesis: the learner naturally develop an interim form of language that is a mixture of first language and second

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language because they will fill in with the first language skills where she / he does not know the form in second language.

2.2.10.10. Expectancy hypothesis: in learning second language syntax and grammar, as well as in discourse, the learner will fill in the blanks with a predictable and logical form based on the ruled-governed patterns of language.

2.2.10.11. Textuality hypothesis: language is stored in the brain in a story or narrative form based on episodes of real communication.

Thus, to conclude what has to do with their hypothesis, it is necessary to say that Krashen and Terrell's great paradox of language teaching is that language is best taught when it is being used to transmit messages, not when it is explicit taught for conscious learning.

2.3. The Methods

2.3.1. Review of Methods

The method along with the approach followed in the development of the English class is crucial to succeed in attaining the goals of any course.

Language Teaching has been a fluctuating field during the last decades. Teaching approaches and methods have had some changes throughout the education history. Those changes have tried to improve the learning – teaching process making it easier and more effective for learners. Generally, it has been done by innovating a method, approach or technique that has already been practiced.

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Below a brief description of the basic principles and procedures of the most recognized methods for teaching a second or foreign language are presented, based on the description provide by Dr. Mora, J. K. (1999).

2.3.1.1. The Grammar-Translation Approach

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes were taught in the students' mother tongue, with little active use of the target language.

2.3.1.2. The Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative.

2.3.1.3. The Reading Approach

This approach is selected for practical and academic reasons, and for specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

2.3.1.4. The Audiolingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time.

2.3.1.5. Community Language Learning

This methodology is not based on the usual methods by which languages are taught. Rather the approach, according to Curran, C. (1976), is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client.

2.3.1.6. The Silent Way

Gattegno, C. (1972) explained that this method begins by using a set of colored rods and verbal commands in order to avoid the use of the vernacular, create simple linguistic situations that remain under the complete control of the teacher. By using this method, learners have the responsibility for the utterances of the descriptions of the objects shown or the actions performed and let the teacher

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concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.

2.3.1.7. Total Physical Response

James J. Asher (1999) defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation.

It is necessary to understand the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

2.3.1.8. Functional-notional Approach

This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

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2.3.1.8.1. Communicative Situations**2.3.1.8.1.1. Notions**

They are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors:

- A. the functions.
- B. the elements in the situation, and
- C. the topic being discussed.

2.3.1.8.1.2. situation

It may affect variations of language such as the use of dialects, the formality or informality of the language and the mode of expression. Van Ek, and Alexander, (1975) presented a list of situation which includes the following elements:

- A. The persons taking part in the speech act.
- B. The place where the conversation occurs.
- C. The time the speech act is taking place.
- D. The topic or activity that is being discussed.

2.3.1.8.1.3. Exponents

They are the language utterances or statements that stem from the function, the situation and the topic.

2.3.1.8.1.4. Code

It is the shared language of a community of speakers.

2.3.1.8.1.5. Code-Switching

It is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, language prestige or other elements of interpersonal relations between the speakers.

2.3.1.8.2. Functional Categories of Language

Finocchiaro M. (1983) has placed the functional categories under five headings as noted below: personal, interpersonal, directive, referential, and imaginative.

2.3.1.8.2.1. Personal

Clarifying or arranging one's ideas; expressing one's thoughts or feelings, such as: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth.

2.3.1.8.2.2. Interpersonal

Enabling us to establish and maintain desirable social and working relationships.

2.3.1.8.2.3. Directive

Attempting to influence the actions of others; accepting or refusing direction.

2.3.1.8.2.4. Referential

Talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking about language (what is termed the metalinguistic function).

2.3.1.8.2.5. Imaginative

Discussions involving elements of creativity and artistic expression (Finocchiaro, M. 1983, p. 65-66)

2.3.1.9. Natural Approach

Krashen, S. D & Terrell, (1983) viewed language learning as a natural process in which Communicative Competence is acquired by using the language system appropriately in any circumstances with regard to the functions and the varieties of languages, as well as sociocultural suppositions.

2.3.1.10. Communicative Language Teaching or Approach

Approaches to language teaching nowadays search for capturing the wide view of language and language learning assumed by a communicative view of language.

The Communicative Language Approach, or the Communicative Language Teaching, which could be defined as:

“a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (Richard, J. C., 2006, p. 3) is not the exception.

According to Brown D. (2007), it is difficult to synthesize all of the various definitions that have been offered to term the communicative approach; as a consequence he provides four characteristics as a definition for CLT.

Classroom goals are focused on all the components of Communicative Competence and not restricted to grammar or linguistic competence.

Language techniques are designed to engage learner in the pragmatic, authentic, functional use of language for meaningful purposes.

Fluency and accuracy are seen as complementary principles underlying communicative techniques.

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In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

Larsen-Freeman D. (2000) argues that the CLT is aimed at making the communicative competence the main purpose of language teaching taking into account the autonomy of language and communication. When students use the target language, they should be aware of how to perform certain functions, such as: promising, inviting and declining invitations within a social context. That is to say, they need not only linguistic competence, but also communicative competence. Learners should know how to discriminate when, where, how, what, why and to whom to say something. She also proposes some principles to be taken into account in CLT.

- Whenever possible authentic language should be introduced to students in the class.
- Being able to figure out the speaker's or writer's intention is part of being communicatively competent.
- The target language is a vehicle for classroom communication, not just the object of study.
- One function can have many different forms. The emphasis is on the process rather than just mastery of language forms.

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- Students should work with language at the discourse or suprasentential level. They must learn about cohesion and coherence, those properties of language which bind sentences together.

- Games are important since they have certain features in common with real communicative events. There is a purpose to the exchange. The speaker receives immediate feedback from the listener on whether or not he or she has successfully communicated. In this way students have the chance to negotiate meaning. Finally, having students work in small groups maximizes the amount of communicative practice they receive.

- Students should be given an opportunity to express their ideas and opinions.

- Errors are tolerated and seen as natural outcome of the development of communication skills.

- One of the teacher's major responsibilities is to establish situations likely to promote communication.

- Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiation of meaning.

- The social context of the communicative event is essential in giving meaning to the utterances.

- Learning to use language forms appropriately is an important part of communicative competence.

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- The teacher should act as a facilitator in setting up communicative activities and as advisor during the activities.
- In communicating, a speaker has the choice not only about what to say, but also how to say it.
- The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.
- Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension (Larsen – Freeman, D. 2000. Pp. 121 – 128)

Keeping on with some definitions, for the British Council, (n.d.) the communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning: the intention behind something rather than its literal interpretation. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

2.3.1.11. The PPP Approach to Communicative Language Teaching

Sarkar, K. (2010) provides a brief overview of the "PPP" (or the "3Ps") Approach to Communicative Language Teaching that works through the progression of three sequential stages. PPP stands for *Presentation*, *Practice* and *Production* (Gower & Walters, 1983, quoted by Hedge, 2000, pp. 3, 4)

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Presentation corresponds to the first stage of the class, that is to say, the introduction to a lesson. It entails the creation of a realistic situation requiring the target language to be learned. This can be reached by using pictures, conversations, fictitious or real classroom situations. The teacher verifies that the students realize the nature of the situation, and then builds the notion underlying the language to be learned using small chunks of language that the students already know. Once the students have understood the concept, they are then given the language model and engage in choral drills to learn statement, answer and question forms for the target language. This is a very teacher-orientated stage where error correction is important.

Practice makes reference to what is termed mechanical practice - open and closed pairwork. Learners gradually move into more communicative practice which involves procedures like information gap activities, dialog creation and controlled role-plays. Through practice, students not only become familiar and confident with the new language, but also develop accuracy. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner-centered.

Production is the final end of the language learning process. The students have arrived at certain independence to become *users* of the language rather than *students* of the language. The teacher's role here is to somehow facilitate a realistic situation or task where the students intuitively feel the need to keenly use the language they have been working on. The teacher does not correct or become involved unless students directly appeal to him/her to do so.

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The PPP approach is relatively straight forward, and structured enough to be easily understood. It is a good place to start in terms of applying good communicative language teaching in the classroom.

2.3.2. Changes in Approaches to Language Teaching

Jacobs and Farrell (ibid) suggest that the CLT paradigm shift outlined above has led to eight major changes in approaches to language teaching. These changes are:

2.3.2.1. Learner Autonomy

Giving learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self-assessment.

2.3.2.2. The Social Nature of Learning

Learning is not an individual private activity but a social one that depends upon interaction with others. The movement known as co-operative learning reflects this viewpoint.

2.3.2.3. Curricular Integration

The connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum.

2.3.2.4. Focus on Meaning

Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the exploration of meaning through content the core of language learning activities.

2.3.2.5. Diversity

Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force students into a single mould. In language teaching this has led to an emphasis on developing students' use and awareness of learning strategies.

2.3.2.6. Thinking Skills

Language should serve as a means of developing higher-order thinking skills, also known as critical and creative thinking. In language teaching this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom.

2.3.2.7. Alternative Assessment

New forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (e.g. observation, interviews, journals, portfolios) can be used to build up a comprehensive picture of what students can do in a second language.

2.3.2.8. Teachers as Co-Learners

The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e. learning through doing. In language teaching this has led to an interest in action research and other forms of classroom investigation (Jacobs & Farrell 2003, cited in Richards, 2006, pp. 21, 22).

2.4. Strategies

Another important aspect that will be demanding to talk about is related to strategies. Andrew D. Cohen (1998) provides this definition for them:

“The term strategies, in the second-language-learning sense, has come to be applied to the conscious moves made by second-language speakers intended to be useful in either learning or using the second language”. (Andrew D. Cohen, 1998, p. 11)

Victori, M and Elsa Tragant (2003) based on Rigney, (1978); Wenden, (1991) affirm that Learner strategies have been defined as the

“mental operations that learners deploy to acquire, store, retrieve and use information (...); or “they are the behaviors or steps that apprentices take to aid the acquisition of a language”. (Victori, M & Elsa Tragant, 2003, pp. 182, 183)

These authors state that learner strategies have such an important impact on the learning of a language that, within the area of SLA or EFL, they have become the focus of a large number of studies. Mia Victori and Elsa Tragant (ibid) cited

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Chamot and Küpper, (1989) to assure that there is a general consensus among researchers that all language learners use strategies of some type, yet the range of strategies as well as the frequency with which they are deployed varies among learners. They suggest that it is precisely those differences that have led some studies to analyze the variance in strategy use among learners of different characteristics, such as proficiency level, sex, cognitive style, motivation, personality or context, with the aim of identifying different learner profiles based on their strategic behavior. They continue stating that *“the most fruitful studies have been those that have compared the strategies used by successful and less successful learners”* and make reference to some findings derived from those studies which show that

“the most effective learners have a very active approach and a responsible learning behavior, with a wide repertoire of task-based strategies which they deploy effectively and with flexibility” (Cohen, 1998; Chamot & Beard El-Dinary, 1999; Lawson & Hogben, 1996; Naiman et al., 1978; O'Malley & Chamot, 1990; Oxford & Nyikos, 1989; Oxford & Burry-Stock, 1995; Rubin, 1975; Stern, 1975), *“just the opposite of what has been observed with less successful learners”*. (Mia Victori & Elsa Tragant, 2003, pp. 182, 183)

2.5. CEFR

The Common European Framework of Reference – CEFR - will be referenced to compare the international standards which students are supposed to reach when they finished each level they are enrolled in.

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“The Common European Framework of Reference is a document which describes:

- i) the competences necessary for communication,
- ii) the related knowledge and skills and
- iii) the situations and domains of communication.

The CEFR defines levels of attainment in different aspects of its descriptive scheme with illustrative descriptors scale”.

The tables below display: - the qualitative aspects of spoken language use that students are expected to reach in conversation.

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Table 1. Qualitative Aspects of Spoken Language Use

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

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Table 2. Qualitative Aspects of Conversation

C2	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	<p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>
B1	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
A2	<p>Can establish social contact: greetings and farewells; introductions; giving thanks.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how he/she feels in simple terms, and express thanks.</p>
	<p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can use simple everyday polite forms of greeting and address</p> <p>Can make and respond to invitations, invitations and apologies.</p> <p>Can say what he/she likes and dislikes.</p>
A1	<p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news.</p> <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p>

The Series Total English, as it has previously been mentioned, is been followed in the place where this research project was carried out. According to the editors and authors of the books, the levels of Total English correlate to the Common European Framework in the following way:

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Total English Elementary covers A1 and goes to A2. This 12 unit book is covered during the first two levels. That is to say, it is split in two. The first six units are studied in the first level, and the other six during the second one.

Total English Pre - Intermediate covers A2 and goes to B1. This book is worked in the third level. At the end of this course, with regard to spoken interaction, it is expected that students are able to:

“deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can enter unprepared into conversation on topics that are familiar, of personal interest or on everyday life (family, hobbies, work, travel, current events)”.

Besides, it is supposed that with regard to spoken production, students are able to:

“Connect phrases in a simple way to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can narrate a story or relate the plot of a book or film and describe their reactions”.

Total English Intermediate covers B1 and goes to B1+. This book is studied in fourth level.

Total English Upper - Intermediate covers B1+ and B2.

Total English Advance covers C1. These last two books are not studied in the basic levels.

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What students are expected to reach when they cover each book is illustrated in the tables below based on the CEFR:

Table 3. Common Reference Levels A1 and A2

		CEF level A1	CEF level A2
UNDERSTANDING	LISTENING	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	SPOKEN INTERACTION	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
SPEAKING	SPOKEN PRODUCTION	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

Table 4. Common Reference Levels B1 and B2

		CEF level B1	CEF level B2
UNDERSTANDING	LISTENING	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is low and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	SPOKEN INTERACTION	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or on everyday life (family, hobbies, work, travel, current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
SPEAKING	SPOKEN PRODUCTION	I can connect phrases in a simple way to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Table 5. Common Reference Levels C1 and C2

		CEF level C1	CEF level C2
UNDERSTANDING	LISTENING	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand TV programmes and films without much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	SPOKEN INTERACTION	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
SPEAKING	SPOKEN PRODUCTION	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Another important stage that will be useful to consider is

2.6. Communicative Competence.

Orwing C. (1999) stated that the term communicative competence is a concept introduced by Hymes, D. (1966) whose original idea was that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes.

Orwing (ibid) affirmed that eight aspects of communicative competence are identified which can be grouped together in two groups of four:

2.6.1. Aspects of Communicative Competence

2.6.1.1. Linguistic aspects

The linguistics aspects of communicative competence are those that have to do with achieving an internalized functional knowledge of the elements and structures of the language.

2.6.1.1.1. Phonology and Orthography

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds of a language, including: consonants, vowels, tone patterns, intonation patterns, rhythm patterns, stress patterns, and any other suprasegmental features that carry meaning. Related to phonological competence

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is orthographic competence, or the ability to decipher and write the writing system of a language.

2.6.1.1.2. Grammar

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

2.6.1.1.3. Vocabulary

Lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them. Lexical competence includes understanding the different relationships among families of words and the common collocations of words.

2.6.1.1.4. Discourse (textual)

Discourse competence is used to refer to two related, but distinct abilities. Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres, such as narratives, procedural texts, expository texts, persuasive (hortatory) texts, descriptions and others. These discourse genres have different characteristics, but in each genre there are some elements that help make the text coherent and other elements which are used to make important points distinctive or prominent.

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Learning a language involves learning how to relate these different types of discourse in such a way that hearers or readers can understand what is going on and see what is important. Likewise it involves being able to relate information in a way that is coherent to the readers and hearers.

2.6.1.2. Pragmatic aspects

The pragmatic aspects of communicative competence are those that have to do with how language is used in communication situations to achieve the speaker's purposes.

2.6.1.2.1. Functions

Functional competence refers to the ability to accomplish communication purposes in a language.

2.6.1.2.2. Variations

Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

2.6.1.2.3. Interactional Skills

Interactional competence involves knowing and using the mostly-unwritten rules for interaction in various communication situations within a given speech community and culture. It includes, among other things, knowing how to initiate and manage conversations and negotiate meaning with other people. It also includes

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knowing what sorts of body language, eye contact, and proximity to other people are appropriate and acting accordingly.

2.6.1.2.4. Cultural Framework

Cultural competence is the ability to understand behavior from the standpoint of the members of a culture and to behave in a way that would be understood by the members of the culture in the intended way. Cultural competence therefore involves understanding all aspects of a culture, but particularly the social structure, the values and beliefs of the people, and the way things are assumed to be done.

Savignon, S. (1997) defined it as *“the identification of behaviors people consider successful at what they do, specifically, the identification of the characteristics of good communicators”*. It means that when a person communicates he / she is able to get his / her message across not only in learning a second language but also when using his / her mother tongue in his / her daily life (Savignon S. 1997, p. 9).

2.7. Communication Strategies

David, K. M. (1999) assures that communication needs are abundant and unpredictable. Therefore, a practical way to develop learners' communicative competence is to increase their strategic competence i.e. their ability to use communicative strategies to cope with various communication problems they may encounter.

Selinker (1972) first used the term communicative strategy to refer to one of the processes that is responsible for generating interlanguage errors. Communicative strategies are seen as a particular approach by the student to communicate with native speakers. In this paper communicative strategies are viewed as attempts made by Pre-Intermediate EFL students to get around their linguistic problems or insufficiencies in order to convey messages or communicate with a non native listener or interlocutor. Such strategies are generally used when the limited knowledge of learners makes it difficult for them to express their intended message. Tarone (1981) describes communicative strategies as:

"... a systematic attempt by the learner to express and decode meanings in the target language in situations where the appropriate systematic target language used have not been formed. Communicative strategies therefore serve to compensate for the inadequacies of speakers and listeners in the target language, which is being used." (Tarone, E. 1981, p. 285)

Students can benefit from strategies to surmount both grammatical and lexical problems. Achievement strategies, both formal reduction and functional strategies, are means by which students can use to communicate a message accurately.

2.7.1. Formal Reduction Strategies

There are two reasons for using formal reduction strategies. They are to avoid making errors and to increase fluency. Faerch and Kasper (1983) explain that learners tend to use reduced systems focused on stable rules and items which have already been learned to avoid producing non-fluent or inaccurate sentences.

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Exclusion of certain formal elements of the L2 does not always interfere with the transmission of meaning. Quite the opposite, it may facilitate communication making it more efficient, for instance, the use of the simple present tense instead of other tense forms if and when meaning is not affected or radically altered.

2.7.2. Functional Reduction Strategies

David, K. M., (ibid) states that at the lexical level target language students can make use of a broad variety of functional strategies to get meaning across i.e. such communicative strategies which are achievement oriented. It is the aim of the speaker to transmit his message making use of alternative linguistic and non-linguistic resources at hand. Some strategies are listed below.

- circumlocution
- simplification
- paraphrase
- translation
- the use of formulaic expressions
- repetition
- rephrasing
- language shift
- appeal for assistance
- code switching and
- gestures

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If students are aware or know the wide range of resources they can fall back on to communicate, they may get self-confidence in using and understanding a language in which they are not very proficient.

2.8. Communicative Activities

At this stage, it may be useful to consider concisely what the teacher may expect to reach through what Littlewood W. (1991) called

“communication activity in the classroom, since this will determine his / her own attitude towards it and what place he / she gives it in his / her overall methodology” (Littlewood W. 1991. p.17).

This author provided a brief summary of some contributions that Communicative Activities – CA - can make to language learning.

They – CA - provide whole task practice

In considering how people learn to carry out various kinds of skilled performance, it is often necessary to make difference between:

- a- Training in the part skills of which the performance is composed, and
- b- Practice in the total skill, or whole task practice through various kinds of communicative activities in order to suit the learners' level of ability.

They improve motivation

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According to this author, the learners' ultimate aim is to participate in communication with others. Students' motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

They allow natural learning

Language learning takes place inside the learner, but many aspects of it are beyond teacher's pedagogical control. In other words, language learning can occur only through natural processes when a person is involved in using the language for communication.

They can create a context which supports a positive learning atmosphere

Communicative activities provide opportunities for positive personal relationships to develop a good class atmosphere among learners and teacher (Littlewood, W. 1991, pp. 16, 17).

Brekelmans M. et al. (2002) assure that in the classroom environment, the interpersonal relationship between teacher and students is an important element contributing to the learning process of students.

The communication between the student and the teacher helps to establish a connection between the two, which provides a better atmosphere for a classroom environment. Of course, the teacher is not going to understand every problem for every learner in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks.

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Jones (1981) points out that “*academic achievement and student behavior are influenced by the quality of the teacher and student relationship*” (Jones V. p. 95).

The more teachers connect or communicate with their students, the more likely they will be able to help students learn at a higher level and accomplish tasks to reach goals quicker.

Interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of instruction. “*It is important that learning occurs within a relaxed and supportive atmosphere*” (Good & Brophy, 1994 p. 215).

Myntty, C. (2008) affirms that an harmonious class(room) atmosphere, which is conducive to student learning, is one in which all students feel included, valued, and respected. Most teachers certainly hope that such an atmosphere will be present in their classrooms. Being clear and consistent with their principles and expectations in the classroom will generate an ideal learning atmosphere. Students will also understand that this is an important issue and will increase the probability that they will take their role in creating and maintaining a positive class atmosphere seriously as well.

When a positive teacher – students rapport converges in the class, a good atmosphere takes place during the teaching learning process which, according to Allwright & Bailey (1991), is one of the main necessary aspects to happen to have a successful interaction, not only inside the classroom, but also outside it.

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The classroom atmosphere will be one of the categories to be taken into account during the class observation process. The purpose is to see whether it promotes students' participation and oral interaction in the English class. Besides, it will be the first to be analyzed.

2.9. Oral Interaction

On the other hand, it is difficult for English foreign language learners to speak the target language fluently and appropriately. Since the 1980's, there have been an increasing number of studies concerning classroom interaction in order to provide effective guidance in developing competent speakers of English. Generally, it is attempted to get in the classroom which (Van Lier 1988, p. 47, cited in Allwright & Bailey 1991, p. 18) defined as *"the gathering of two or more persons, one of whom assumes the role of instructor, for the purpose of language learning"*. Nouara (2007) suggested that the

"main focus of classroom interaction lied on those aspects underlying teacher questioning, his / her effective explanation, his / her effective feedback, how he / she should treat errors, and how he / she should motivate his / her students. So that he / she can more effectively help students to develop their abilities to communicate in the target language". (Nouara, 2007, p.8)

Allwright and Bailey (1991) see interaction as a *"sort of co-production... where successful interaction in the classroom, or anywhere, involves everybody managing at least five different things, at the same time, all the time"*

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- Who gets to speak? It makes reference to participants' turn distribution.
- What do they talk about? That is to say: the topic.
- What does each participant do with the various opportunities to speak? In other words, the task each one has to perform.
- What sort of atmosphere is created? It has to do with the tone.
- What accent, dialect, or language is used? It is the code. (Allwright & Bailey, 1991, p. 19).

Ellis R. (1999) affirms that

“interaction is used to refer to the interpersonal activity that arises during face-to-face communication. However, it can also refer to the intrapersonal activity involved in mental processing. Furthermore, interpersonal and intrapersonal interaction are closely connected with regard to both our use and our acquisition of language. That is, intrapersonal interaction is required in order to interact interpersonally and, also, interpersonal interaction serves to activate intrapersonal operations, including those that are involved in language acquisition”. (Ellis, Rod 1999, p. 8).

Ellis (ibid) alludes to the Interaction Hypothesis which according to Schegloff, Jefferson and Sacks (1977) and on Hatch's (1978) *“... learners' can learn a second language (L2) through the process of interacting rather than just manifesting what they have already learned in interaction”.* (Ellis, R. ibid) This author refers to the Interaction Hypothesis as

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“one particular kind of interaction which has become known as the negotiation of meaning. This concerns the conversational exchanges that arise when interlocutors seek to prevent a communicative impasse occurring or to remedy an actual impasse that has arisen” (Ellis, R. 1999, p. 3).

According to Ellis, R. (ibid) interaction can be seen as the social conduct that happens when one person communicates with another. Interaction in this sense is interpersonal. Interaction can occur orally: face-to-face, or as displaced activity by a written medium. This author affirms that in some sense, *“oral interpersonal interaction is basic to human communication, as all communities, whether literate or not, engage in it”* (Ellis, R. 1999 p. 11).

This paper will mainly deal with oral interaction, especially with interpersonal where participants, who are dependent upon one another, have a shared; not with intrapersonal that can occur based on Vygotsky (1978) inside our minds. It happens when different sections of the mind work together to build an understanding of or a response to some event.

Ellis (ibid) states that both interpersonal and intrapersonal interaction is closely related to second language learning.

2.9.1. Social Interaction

Van Lier (1996) argues that social interaction is that *“engine”* which *“drives”* students in the learning process through those

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“powers of learning – awareness, investment, practice, and commitment – which are engaged, sustained, and augmented by learners’ work when interacting with others, including the world...through reading, thinking about worldly things and so on” (Van Lier, 1996, p. 147).

This learning process is not indifferent to the classroom interaction where the social interaction occurs not only in *“face to face encounters, but also in many other word world encounters”* (Van Lier, *ibid*).

In other words what Van Lier states, to use his terminology, is to *“be busy”* with the language all the time with everybody and everything when dealing around us.

Ann Malamah (1991) sees classroom interaction as a means of acting reciprocally, acting upon each other where interaction is constantly modified by the role taken by participants. Interaction becomes in a two way process. It can proceed harmoniously, or it can be fraught with tension where the interactants feel that something worthwhile is being achieved or quite the opposite. Thus, the teacher must engage in the sort of interaction with the learners which will enable communication to take place. To get this aim, it is necessary that some elements converge. For instance:

Who since communication implies that more than one person takes place in this act. There must be someone to transmit a message, and someone to receive it.

Why due to the fact that communication is undertaken under a purpose. There is a reason for transmitting a message to someone else.

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What, it makes reference to the content of the actual message being transmitted. For instance: **classroom transaction**, that is to say, communication with a pedagogic purpose; **classroom interaction** when communication is used for personal purposes by establishing a rapport and sense of community.

How, communication is achieved by different means of resources, verbally or non-verbally.

2.9.2. IRF

Usually, interaction in the classroom is geared toward a common pattern which was first noticed by Bellack et al. in 1966 which they called the “**teaching cycle**”. Or what Sinclair and Coulthart (1975) identified as the “**basic unit of interaction**, or the **Exchange**”. Van Lier (Ibid) refers to this pattern of interaction as the **IRF exchange** where **I** stands for **Initiation**, or question, elicitation; **R** for **Response**, or answer; and **F** for **Feedback**, follow up or evaluation.

Unfortunately, in this exchange process, according to Bellack et al., (Ibid), Barnes, “*found that one-third of all teachers’ moves were categorized as “Rating” or “Evaluating,” not as “Replying” to what students have said*” (Barnes, 1976, p. 128).

Van Lier (ibid) establishes a difference between classroom exchanges and other exchanges. The former have an eliciting and evaluation function, both of which are not present in the latter. In the IRF exchange what is looked for is that students display knowledge and a judgment on its competence avoiding in this way

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a real elaboration of discourse. However, IRF becomes successful only if it is intended as a way of “Scaffolding Interaction” containing evident endeavors to promote handover, so that students can grow out of IRF whenever the opportunity arises.

Van Lier (ibid) indicates three dimensions of the IRF in order to judge its place in education.

First, in terms of its conduct, the IRF exchange can be initiated in two different ways.

- a- General, unspecific elicitation: a question is asked to the whole class or hoping a volunteer to answer it.
- b- Specific, personal elicitation: a question is asked before or after nominating a student to provide the answer.

Second, in terms of response function, the IRF format can be used at least in four ways.

- a- Repetition, students may be asked to repeat something.
- b- Recitation, students may be required to (re)produce previously learned material from memory.
- c- Cognition, students may be asked to think then utter those thoughts.
- d- Expression, students may be asked to convey their ideas more clearly or accurately.

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Third, in terms of pedagogical orientation, here two broad orientations can be discriminated.

- a- A display or assessment orientation, where students should demonstrate what they have learned to be evaluated.
- b- A participation orientation, where students are expected to be involved in the conversation keenly.

Van Lier also addresses to the varieties of “Social Interaction” as a learning power. They are mainly four, as follows:

- 1- Transmission: the conveying of information or commands from someone to (an)other(s), that is to say, the “Banking Model” described by Freire (1972).
- 2- IRF Questioning: generally it has to do with the amount of questions asked to the questioned person (student) by the questioner (teacher).
- 3- Transaction: participants are actively enrolled in a two-way-process discourse.
- 4- Transformation: it refers to the talk that is able to transform learning situations, role relationships, instructive purposes and procedures. If it happens, it is possible to talk about co-construction of significance and events.

Some authors affirm that in order for interaction to be built up, it is necessary that some conditions gather together. For instance, Vygotsky talks about the ZPD or “Zone of Proximal Development” which occurs as the result of support from a more competent individual or more proficient peer (Vygotsky, 1978, Tharp &

Gallimore, 1988). Newman, Griffin and Cole call the ZPD the “Construction Zone” where

“changes take place in socially mediated interactions when people with different goals, roles and resources interact, and the differences in interpretation provides opportunities for the construction of new knowledge” (Newman, Griffin and Cole, 1989, p. 2).

This concept is similar to Piaget’s “Process of disequilibrium”, since different viewpoints, knowledge, and strategies generate cognitive divergence in the partaker, and in the resolution of such divergence, in the context of social interaction, new perspectives, knowledge, and strategies are created (Piaget, 1971).

2.9.3. Interaction Analysis

Malamah (1991) assures that a classroom lesson is a very complex web of interrelationships and interactions. Thus, it can be very difficult to produce an accurate description or analysis of interaction that happens into a classroom. However, she presents the basis of the “interaction analysis” categories established by Flanders (1970) to describe classroom verbal behavior.

Here are the ten original Flanders’ Interaction Analysis Categories (FIAC).

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2.9.3.1. Interaction Analysis Categories**2.9.3.1.1. Teacher talk**

- Accept feelings: The teacher accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feelings can be positive or negative.
- Praises or encourages: The teacher praises or encourages pupil action or behavior. He / she makes jokes that release tension, but not at the expense of another individual.
- Accepts or uses ideas of pupils: clarifying, building, or developing ideas suggested by a pupil.
- Asks questions: asking a question about content or procedure, based on teacher's ideas, with the intent that a pupil will answer it.
- Lecturing: giving facts or opinions about content or procedures; expressing own ideas, giving own explanation, or citing an authority other than a pupil.
- Giving directions: directions, commands, or orders with which a pupil is expected to comply.
- Criticizing or justifying authority: statements intended to change pupil behavior from non-acceptable to acceptable patterns.

2.9.3.1.2. Pupil talk

- Pupil talk: response: talk by pupil in response to teacher. Teacher initiates the contact, or solicits pupil statement, or structures the situation. Freedom to express own ideas is limited.

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- Pupil talk: initiation: talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structures.

2.9.3.1.3. Silence

- Silence or confusion: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Moscowitz (1976) took Flanders' original categories, and adapted and added new categories to make them more relevant to practice in the language classroom. Here are the FLINT (Foreign Language Interaction) extension of Flanders's two pupil-talk categories, Response and Initiation.

2.9.3.2. Foreign Language Interaction FLINT

2.9.3.2.1. Student Talk

- Specific: responding to the teacher within a specific and limited range of available or previously shaped answer.
- Choral: choral response by the total class or part of the class.
- Reads orally: a student or students read aloud to the class.
- Open-ended or student initiated: responding to the teacher with students' own ideas, opinions reactions, feelings: giving one from among many possible which have been previously shaped but from which students now make a selection. Initiating the participation.

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- Off task: acting fresh. Being off the subject and non-task-oriented. Being disorderly. This category refers to individual students.

Bower (1980) identified seven moves (a move: the smallest unit in his system of description) of categories within a lesson which he named Categories of Verbal Behavior in the Language Classroom. Here they are:

- Responding: any act directly sought by the utterance of another speaker, such as answering a question.
- Sociating: any act not contributing directly to the teaching - learning task, but rather to the establishment or maintenance of interpersonal relationships.
- Organizing: any act which serves to structure the learning task or environment without contributing to the teaching – learning task itself.
- Directing: any act encouraging non-verbal activity as an integral part of the teaching – learning task.
- Presenting: any act presenting information of direct relevance to the learning task.
- Evaluating: any act which rates another verbal act positively or negatively.
- Eliciting: any act designed to produce a verbal response from another person.

2.9.3.2.2. Turn-taking

According to ten Bosch et al (2004), turn-taking is one of the basic mechanisms in all types of dialogues and “multilogues”, that is to say, conversations involving more than two people. It is also a crucial mechanism in human-system interaction.

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Some theories of turn-taking assume that dialogues essentially adhere to a half-duplex communication protocol, in which the interlocutors yield and take turns, guided by turn-taking cues (Duncan & Fiske, 1977).

Sacks et al. (1974) have built a framework to describe the process of turn-taking, in which it is viewed as guided by a set of rules that speakers in a conversation adhere to. In this framework, turn transfers are assumed to occur at certain points (called Transition Relevance Places) and not at others. The smooth alternation of speaker and listener roles in a natural dialogue would then be the result of the aim of the interlocutors to minimize both the duration of overlapping speech, and the time lapses between the turns.

From another perspective, dialogues are commonly described as the result of a joint activity between two speakers (e.g. Clark, 1996). The turn taking behavior of speakers is the result of an interaction in which both speakers have a common goal. In this context, the term 'alignment' (Garrod and Pickering, 2004) is used to refer to the (essentially unconscious and interactive) process that smoothes the communication between speaker and listener, while making efficient turn-taking possible and contributing to facilitate mutual understanding.

It has become clear that turn-taking behavior depends on whether speakers have a specific task and role and whether speakers may also communicate via other channels than speech. Thus, the turn-taking mechanism as described and used above is based on a mechanical interpretation of the starting and ending times of each utterance.

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Turn-taking is one of the basic mechanisms in conversation, and the convention of turn-taking varies between cultures and languages; therefore, learners of a foreign language may find it difficult to take their turns naturally and properly in other tongues.

Kramsch, (1998) says that turn-taking is one of the basic mechanisms in conversation and the nature of turn-taking is to promote and maintain talk. For smooth turn-taking, the knowledge of both the linguistic rules and the conversational rules of the target language is required. Since “*common attitudes, beliefs, and values are reflected in the way language is used*” (Kramsch 1998, p. 6), conversational rules vary in different cultures and different languages.

Turn-taking is one of the basic facts of conversation: “*speakers and listeners change their roles in order to begin their speech*” (Coulthard 1985, p. 59). The turn-taking mechanism may actually vary between cultures and between languages (Cook 1989). According to Sacks, Schegloff and Jefferson (1974), there is a set of rules that govern the turn-taking system, which is independent of various social contexts:

- a- *when the current speaker selects the next speaker, the next speaker has the right and, at the same time, is obliged to take the next turn;*
- b- *if the current speaker does not select the next speaker, any one of the participants has the right to become the next speaker. This could be regarded as self-selection; and*

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c- if neither the current speaker selects the next speaker nor any of the participants become the next speaker, the current speaker may resume his / her turn. (Sacks, Schegloff & Jefferson 1974, p. 704)

Oreström (1983), however, claims that there is a limitation in their system that all speaking-turns are given the same status. He suggests that more attention should be paid to how participants design their turns to make them compatible with the rules. A speaking turn and a back-channel utterance should be kept apart. That is, a back-channel utterance should not be treated as a turn, based on the notion that a speaking turn conveys message and expands the topic (Henne cited in Oreström 1983, p. 23), on the other hand, a back-channel has a relatively low level in content but has a relatively high level for a smooth communication (Watzlawick et. al. cited in Oreström 1983, p. 24). Back-channel utterances signal the listener's continued attention, agreement, and various emotional reactions to show that s/he is on line.

2.9.4. Scaffolding

Another idea about the construction of interaction is based on Jerome Bruner's work through his notion of "**Scaffolding**" which consists on the

"process of setting up the situation to make the learner's entry easy and successful and then gradually pulling back and handing the role to the learner as s/he becomes skilled enough to manage it" (Bruner, 1983, p. 60).

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Thus, Van Lier (1996) compares the idea of Scaffolding to the ZPD, by a number of features such as the following:

- 1- Principle of Continuity since there are repeated and varied episodes, usually over a period of time of a complex of activities.
- 2- Principle of Contextual support as the activity is arranged so as to create a safe but challenging environment.
- 3- Principle of Intersubjectivity because throughout the activity the emphasis is on mutual engagement.
- 4- Contingency Principle due to the fact that elements can be changed, deleted, or repeated depending on actions or reactions of each participant.
- 5- Handover Principle when the learner is observed to be ready to hand over by her / himself (part of the) actions.
- 6- Flow Principle is achieved once the learner is able to orchestrate, synchronize in rhythmic terms any interaction, so that this flows in a natural way.

2.9.4.1. Pedagogical Scaffolding

Van Lier illustrates it as a *“teaching strategy consisting of episodes, sequences of actions, and interactions which are partly planned and partly improvised.”* It allows the teacher *“to see what is easy and what is difficult for the student”*. To have in mind Jhon Dewey’s (1904) dual vision *“the here-and-now activities while at the same time keeping an eye on the long-term goal”*. Thus, it can be concluded

that it is a clear example of a focus on process rather than product. (Van Lier, 1996, pp. 199 – 205).

2.10. Questioning Strategies

According to Bond, N. (2007) teachers know from their training and experience that questioning plays an important role in today's instruction because modern lessons are fast-paced and interactive, with teachers asking a lot of questions. Borich (1992) found that questions account for 80 percent of classroom talk and that some teachers ask more than 100 of them per hour! Because this instructional strategy dominates class time and because students are active during the lesson, there are more chances for management problems to arise if teachers do not follow good questioning techniques. Here there are some suggestions:

- Establish your expectations for behavior before beginning the questioning period.

Teachers may want to remind students to raise their hands, listen carefully to classmates' comments, and respect one another's right to self-expression (Emmer, Evertson, and Worsham 2006). Clarifying the ground rules reduces confusion and helps everyone know how to act. In addition to learning appropriate behavior for a discussion in a classroom setting, students learn important real-world social skills that can be used later in life, for example, in a business or work setting.

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- Call on a variety of students.

The elements of surprise and uncertainty are ways to "keep students on their toes" during a discussion. Teachers can keep students' attention by calling on them randomly. Because the learners are uncertain about on whom the teacher will call, they will remain attentive. Students will want to be able to respond correctly because they generally do not want to look bad or be embarrassed in front of their peers (Burden 2003). The author suggests that surprisingly, the literature does not mention that teachers should keep a record either mentally or in writing of the students who were asked questions. He affirms that effective educators know that they must interact with all children by the end of the lesson and that they must keep all children engaged for maximum learning to occur.

- Cue students before asking the question.

Classroom management problems arise because well-intentioned students cannot read their teacher's mind and thus do not know how to respond. Cueing the class before asking the question can minimize disruptive outbursts. Bond, N. (ibid) presents four cueing techniques:

* Call on a specific student and then ask the question (e.g., "Peter, what is the capital city of the United States?"). It is said that this approach is advantageous for two reasons: the teacher can ensure that a wide variety of students are involved throughout the lesson, and everyone clearly knows whom the teacher is addressing. As a result, management issues should not occur. A disadvantage of this cueing approach, however, is that the remaining learners in the class will stop

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thinking once they hear a classmate's name being called. Quickening the pace may solve this problem.

* Ask students to raise their hands and then ask the question (e.g., "Please raise your hand if you can answer this question. What is the capital city of the United States?"). Teachers can use this approach as a type of informal assessment to determine the number of students who appear to know the answer and to give slower learners more time to formulate one. This cueing approach is clear, so management problems should be minimal. The only caveat is that students who do not raise their hands are embarrassed for not knowing the answer. They may act out as a way to cover their lack of knowledge.

* Ask students to shout out the answer and then ask the question (e.g., "Boys and girls, please shout out the answer to this question if you know it. What is the capital city of the United States?"). Best used at the beginning of a discussion, this approach encourages participation because students do not have to worry about the correctness of their answers. Furthermore, bright learners tend to like the chance to demonstrate their quick intellectual reflexes, many of which resemble the skills associated with playing video and computer games. Teachers should use this cueing technique cautiously because the noise and enthusiasm levels can quickly escalate out of control. If the cueing strategy is used before the question is asked, then the problems should be few because the students know the teacher's expectations.

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* Ask all students to think of an answer before asking the question (e.g., "Boys and girls, I'm going to ask a question. I want everyone to think of an answer. Then I will call on someone. What is the capital city of the United States?" Pause to allow students time to think of an answer. Then follow up with, "James, please share your answer."). Though teachers have to provide more cueing initially, the approach fosters more thinking from the class as a whole and allows teachers to maintain classroom control. Again, the classroom problems should be minimal because more students are engaged in thinking and because they are unsure on whom the teacher will call.

- Ask questions that are the appropriate level for each student.

There is an old saying, "success breeds success." When students feel success, they are more inclined to persist with a task. To help them feel success, the teacher should tactfully ask questions at the appropriate level. Many instructors will call on students randomly as a way to keep everyone engaged. There is a downside to this approach. Calling on students randomly means that some questions will be answered incorrectly and that some people in the class will become discouraged.

- Ask questions that elicit positive or correct responses.

This technique often is used by speakers to keep their audience engaged for as long as possible. Good and Brophy (1997) recommended that 75 percent of teachers' questions should elicit correct responses. Students will remain motivated and more willing to remain intellectually engaged with the teacher if they feel

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positively toward the information and can answer the teacher's questions correctly most of the time. Students generally will not disrupt the lesson if they are feeling successful.

- Provide students with sufficient wait time after asking a question and before responding to their comments.

In a study on questioning, Rowe (1974) found that teachers wait a mere 0.9 seconds on average for their students to respond to a question. This amount of time is too short for average learners to complete the four mental steps that are required to answer a question. Students must first hear the question and decide whether they understand it. Second, they must recall the information from their memories. Third, they must consider whether their response will be accepted; and, fourth, they must decide whether the teacher will praise or rebuke their response (Jones and Jones 2004).

- Vary the way students respond to questions.

Responding verbally is the most common way for students to answer the teacher's question. An alternate approach is to ask everyone to jot down an answer before calling on a student (Thompson 1998). The act of writing makes the question-and-answer session more multisensory; specifically, it adds a tactile component to the lesson.

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- Vary the person who responds to the questions.

Rather than the teacher always responding to the students, another variation is to ask classmates to respond to one another's responses. This approach promotes positive social interaction by encouraging respectful listening. It also involves more people in the lesson and creates a more interactive exchange between individuals (Burden 2003). The more students participate in the lesson, the less likely they are to misbehave.

- Respond to every answer and correct errors.

Listen carefully to students' comments and maintain a high ratio of positive to negative verbal feedback (Burden 2003). Respond to every answer and offer specific praise. By doing so, teachers show their students that they value their ideas. As a result, students will be more inclined to behave because they know that they are respected. Furthermore, if a student does not seem to understand, ask a classmate to rephrase the question or rephrase it yourself. If an answer is incorrect, indicate the part that is correct or ask a follow-up question for clarification (Thompson 1998).

- Ask follow-up questions.

The goal of a question-and-answer session is to get everyone to talk, and one way to foster more discussion is to ask follow-up questions. Williams, Alley, and Henson (1999) found that 95 percent of teachers' questions are classified as low-level, usually requiring a yes or no response. Teachers can elicit more discussion

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by asking students to justify or explain their reasoning. Asking "why" questions promotes higher-order thinking.

- Encourage students to ask questions.

The teacher is usually the person who asks the questions during the discussion. In a longitudinal study of elementary and secondary school classes, Dillon, (1990) found that each student asks only one question per month on average. Teachers must take deliberate steps to get their learners to ask questions.

Teachers know that questions can serve a variety of purposes. They can be used

"to assess readiness for new learning, to create interest and motivation in learning, to make concepts more precise, to check student understanding of the material, to redirect off-task students to more positive behavior, and to create the moderate amount of tension that enhances learning" (Levin and Nolan 2004, 112-13).

Teachers also know that questioning is a component of effective instruction (Bell 2002; Conderman and Morin 2002; Rosenshine and Stevens 1986) and, when used correctly, can produce greater student achievement (Wilén and Clegg 1986).

Asking good questions is an important skill that teachers must develop. Because this approach is often used, there is an increased chance for problems to

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occur. These problems arise typically when students are bored with the lesson or do not understand the teacher's expectations for behavior. To address these issues, teachers can acquire a variety of strategies for asking questions and apply them in their instruction. Finally, it can be said that following these recommended approaches teacher should maximize student interaction and learning.

2.10.1. Questioning and Learning

When a question is asked in a classroom, according to Jones (2005) it is rarely an act of intellectual curiosity, nor is it an attempt to find an answer to something we don't know. When a teacher asks a question, as is well understood by learners, s/he already knows the answer or a range of possible answers. The student's response therefore is measured against this expectation. While teachers may be open to having expectations challenged, the rules of classroom interaction frequently dictate that the student is looking for a particular answer: the one in the teacher's head. In this sense the teacher's question might be perceived as a straitjacket. Through questioning, the teacher controls the discourse, framing suitable questions and deciding on acceptable answers. The encouragement for teachers to ask open questions, Barnes et al. (1986) is in part concerned with breaking down the restriction conferred when some answers are deemed to be better than others and the best answers of all are the ones the teacher is expecting. Kirby (1996) argues, in the context of reading, that "*the role of the teacher as the questioner in the classroom teaches the student that their own knowledge 'is subordinate to the text and the teacher'*" (Kirby, 1996, p. 9). This view of teacher questioning positions learners as passive vessels into which the

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knowledge of the teachers is poured. In contrast, Hargreaves et al. (2002) see questioning as an inclusive strategy, enabling children to be active learners. They equate questions with interactivity and statements with transmission. Thus, the ratio of statements to questions can be an indicator of the extent to which classroom discourse is teacher-dominated or participatory.

2.10.2. Kinds of Questions Teachers Ask

Jones, (2005) presents a categorization of the type of questions that teachers generally ask in the classroom:

- Factual: Questions inviting a predetermined answer.
- Speculative: Questions inviting a response with no predetermined answer, often opinions, hypotheses, imaginings, ideas.
- Process: Questions inviting students to articulate their understanding of learning processes/explain.
- Procedural: Questions relating to the organization and management of the lesson. (Jones, 2005, p. 83)

2.11. Categories

To try to have an insight about the causes that could affect oral interaction development in students taking third level of English at a private university the following principles, categories and sub-categories will be taken into account.

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2.11.1. Class Atmosphere**2.11.2. Communicative Language Teaching Principles**

1. - Whenever possible authentic language should be introduced to students in the class.
2. - Being able to figure out the speaker's or writer's intention is part of being communicatively competent.
3. - The target language is a vehicle for classroom communication, not just the object of study.
4. - One function can have many different forms. The emphasis is on the process rather than just mastery of language forms.
5. - Students should work with language at the discourse or suprasentential level. They must learn about cohesion and coherence, those properties of language which bind sentences together.
6. - Games are important since they have certain features in common with real communicative events. There is a purpose to the exchange. The speaker receives immediate feedback from the listener on whether or not he or she has successfully communicated. In this way students have the chance to negotiate meaning. Finally, having students work in small groups maximizes the amount of communicative practice they receive.
7. - Students should be given an opportunity to express their ideas and opinions. Errors are tolerated and seen as natural outcome of the development of communication skills.

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8. - One of the teacher's major responsibilities is to establish situations likely to promote communication.
9. - Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiation of meaning.
10. - The social context of the communicative event is essential in giving meaning to the utterances.
11. - Learning to use language forms appropriately is an important part of communicative competence.
12. - The teacher should act as a facilitator in setting up communicative activities and as advisor during the activities.
13. - In communicating, a speaker has the choice not only about what to say, but also how to say it.
14. - The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.
15. - Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension (Larsen – Freeman, D. 2000. Pp. 121 – 128)

2.11.3. Communicative Language Categories

1. Learner Autonomy
2. Social Nature of Learning
3. Curricular Integration
4. Focus on Meaning
5. Diversity

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6. Thinking Skills
7. Alternative Assessment
8. Teacher as Co-Learner

2.11.4. Oral Interaction Categories

The categories and sub-categories that were taken into account to analyze in this paper are these:

1. Oral Interaction
2. Negotiation of Meaning
3. IRF Exchange

A. In Terms of conduct

- a. Specific
- b. General

B. In Terms of Function

- a. Repetition
- b. Recitation
- c. Cognition
- d. Expression

C. In Terms of Pedagogical Orientation

- a. Assessment

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b. Participation

4. Scaffolding

A. Principle of Continuity

B. Principle of Contextual Support

C. Principle of Intersubjectivity

D. Contingency Principle

E. Handover Principle

F. Flow Principle

Table 6. Summary of Categories

Objective	Categories
To describe the methodology used in class with the purpose of seeing how communicative it is, and to what extent it may help or block the development of the communicative skills	<p>Characteristics of a positive class(room) atmosphere. A good teacher-student rapport is relevant to develop oral competence.</p> <p>Characteristics of CLT. Having in mind and applying the principles of the CLT is relevant since they focus on the use of the language instead of its study.</p>
To describe the oral activities, strategies and	Characteristics that make activities and strategies communicative are relevant to develop learners'

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oral interaction used in class with the purpose of seeing how they may help to develop the communicative skills.	<p>autonomy, thinking skills, to make curricular integrations and to have diversity in the nature of learning and alternative assessment forms.</p> <p>Conditions that promote oral interaction are significant in order for learners to negotiate meaning, exchange ideas after having received appropriate and sufficient support and training.</p>
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3. METHODOLOGY

3.1. Qualitative Research

Qualitative Research was used to carry out this research study. Since,

“it is concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment... It studies human behavior within the context in which that behavior would occur naturally and in which the role of the researcher would not affect the normal behavior of the subjects. The goal of qualitative research is to discover the phenomena such as patterns of foreign language behavior not previously described and to understand those phenomena from the perspective of participants in the activity”.

Besides, this paradigm was used because it is a useful approach that leads *“with discovering or describing foreign language learning in its natural state or context...”* (Herbert W., Seliger, & Shoamy E. 2001, pp. 114 - 124)

Qualitative research can help to interpret and better understand the complex reality of a given situation within the classroom. One of the methods used to collect data using qualitative research, is the case study approach.

3.1.1. Case Study Approach

Some of the definitions of case study research, have been given by Herbert W., Seliger, & Shoamy E. (Ibid) when they describe this type of approach as a means

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of *“describing some aspects of second language performance or development of one or more subjects as individuals since it is thought that their performance will be more revealing than studying large groups of subjects”*.

According to Glanz (2003) *“A Case Study is a research method that involves in-depth investigations of individuals, group of individuals, a site or a scene. Findings are stated verbally not numerical. Case studies are reported by describing observations made of individuals, groups or school settings”*.

Although, case studies are ways of reporting ethnographic research, they differ in that the ethnographic accounts may contain interpretative material, while the case studies are written descriptively and objectively. They are also guided by a set of questions that the researcher tries to answer.

This research has a case study approach since it was necessary to collect the information needed to support this paper. Five classroom observations, one survey to the teacher, and one to the students, and analysis of evidence were done and included. The purpose of this observation is to have an insight into how the methodology and strategies used by the teacher help or block the students to develop the communicative skills. All the interactions were given while teaching Pre-Intermediate English as a Foreign Language. These data in turn assisted the teacher observer to understand this complex process.

Some of the principles that Glanz (2003) presents to use a Case study are the following:

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- It is narrowly focused on a particular group of persons, place or scene.
- It may also tend to create an idealized situation by merely using descriptive accounts.
- Data may be gathered through the use of observations, interviews, questionnaires and video recordings.
- It, in the end, provides an in-depth, descriptive account.
- It generates questions, collects data, and interprets data as a combined process.
- It involves analyzing data as they are collected.

3.2. Data Collection Techniques

3.2.1. Class Observation

On the other hand, class observation was taken into account because thanks to it, according to Wragg, E.C. (1999) “*careful classroom observation can help illuminate even the most familiar of events*” (Wragg, E.C. 1999, p. 8). On one hand very often observing the behavior of our workmates, students..., if it is not carried out objectively, it may be possible to delude ourselves about what is happening in the classroom. One often ‘observes’ what one wants to see: harmonious relationships, effective practice, rules that are consistently followed. Disjunction, ineffectiveness, unruliness may be ignored or overlooked when one does not wish to see it. On the other hand, observing a class may offer many possibilities to explore. Teaching strategies can be varied and adapted to the real context effectively. Teachers make changes to established routines keeping the excitement of discovering new ways to help students learn throughout their education process.

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This, unfortunately, remains there in the classroom, totally unnoticed. However, by means of observation, it is feasible to let it know to the educational community.

Therefore, according to Pennekamp, M. (1998) the purpose of classroom observation is to see

“the various interpersonal interactions between teacher and students; between instructor and instructional aids if any; between students and instructional aids; and those interactions occurring among students in the classroom to understand accurately what classroom dynamics exist and how to impact them in the interest of high quality instruction”.

Although, as Wallace M. (1998) stated, *“observation is generally associated with evaluation or assessment of teaching practice”* (Wallace M. 1998, p. 104), in this research study, it will not be taken in such sense. But to establish objective data that goes on in most classrooms.

Classroom observation was also chosen as one of the techniques to collect data for this research because as Zepeda, S. (2008) states that:

“the key for success is to observe not only the teacher but also the students. Effective observation involves keeping one eye on the teacher and the other eye on the students, tracking the effect of teaching behaviors on student response and learning”. (Zepeda, S. 2008p. 32)

It is the analysis of the data that permits to identify patterns through which an image of teaching can be created.

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The observations were video recorded and transcribed to see the different key features of the CLT that took place within that classroom, and to describe the different types of strategies that the teacher used when the English class was being taught in order for students to master it.

The observations were used to:

- ✓ Collect data.
- ✓ To follow the methodology used in the teaching – learning process of English.
- ✓ To identify the strategies and oral activities the teacher used to develop his classes.

3.2.2. Teacher's Interview and Students' Interview

Zepeda, S. (2008) says that *“data collected during classroom observation tend to describe teacher and student behavior using a series of snapshots, with each piece of data depicting isolated events that occurred during a teaching episode”* (Zepeda, S. 2008, p. 31) Each event occurring in the classroom during observation must be recorded using different techniques. The same technique for classroom observation might not serve for all the purposes. Therefore, in order to attempt accurate results, more than one instrument must be applied and analyzed. Below there is a brief descriptions of the techniques used in this research to collect data.

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Fink, A. (2008) defines surveys as *“used to collect information from or about people to describe, compare, or explain their knowledge, feelings, values, and behaviors”* (Fink, A. 2008, p.6). Surveys can take the form of oral or written interviews, and seen like this it might also serve as an informal conversation in which observer and observed exchange ideas of what is happening in the classroom while teaching EFL. Through the survey interview some aspects of the classroom observation arise as important part of the process, how the process is done, what the final purpose of doing it is, and why it is being done. What makes surveys interesting is that they allow the interaction between the researcher and the participants, so their answers constitute real data to be analyze.

Some questions were prepared to be used as a survey interview, which was given to both the teacher and some students at the end of the class observation process for them to answer it. To select the students who answered the interview, first, it was necessary to explain the students that the purpose of it was to learn their opinions about the issues stated on the interview. Then, some volunteers were asked to answer the survey interview.

Here there are some advantages of doing interviews based on Fink, A. (2008). They

- Increase accuracy of responses from participants.
- Respondents can raise concerns and constrains.

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- They are useful to obtain detailed information about personal feelings, perceptions and opinions.
- They allow more detailed information to be provided.
- Responses are recorded or written using subject's own words.
- The participants are not influenced by others in the group.

The Interviews were used in this research study to:

- ✓ Learn both the teacher's and students' perception of the importance of the English language
- ✓ Gather information about the different strategies and methodology the teacher uses, so every student gets the content of what is being taught.
- ✓ Realize if the activities carried out in the classroom are relevant for the learning of EFL.
- ✓ Identify and describe the main difficulties students face when learning the English language.

To collect the data, five class observations were conducted, video recorded and transcribed to be analyzed. (Please, read the five class observation transcriptions in the appendix 1) It was also necessary to prepare an interview to find out students' and teacher's perception about the English teaching and learning process, in general, and in special, the development of oral skill. It was also asked what their role during the teaching learning process was. (Please, read them in the appendixes 2 and 3)

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Fink, A. (2008) states that: *“analyzing data means using statistical and qualitative methods to describe and interpret respondents’ answers to questions”*

(Fink, A. 2008. p. 77). Stinger, E. (2007) states that:

“analysis may be envisaged as a process of reflection and interpretation, providing participants and other stakeholding audiences with new ways of thinking about the issues and events investigated” (Stinger, E. 2007. p. 95).

Once the data has been collected, it is the time then, to read, summarize, code and group what was seen and written during the observations and through the method, sources and tools used for the purpose of the research. The findings of the investigation must be systematically organized and presented in ways that facilitate the understanding of the data previously collected. It becomes necessary to prompt a “discussion or argument” among the tools or methods used to collect that data. So that different methods will lead the observer or researcher to uncover significant features and elements that are embedded in the data.

Stinger, E. (2007) assures that it is important to keep in mind the main objective of the research when analyzing findings and writing reports. The tools used for observation might also bring out answers that help the observer to analyze the data obtained during the investigation.

The main objective of this research states:

“To identify some causes why students taking third level of English at a private university do not reach the oral skill proficiency desired according to the programme of the university.”

3.3. Participants

The subjects consisted of 35 students and a teacher of English who was a mature, and experienced professional in the field of language teaching. The learners were studying Architecture, Civil Engineering, Agro-Industrial Engineering, Sanitary and Environmental Engineering, Law, Psychology and Social Communication and Journalism at a private university on the northwest coast of Colombia. They were attending English III – Pre - Intermediate – class. Their ages ranged from 17 to 25. They belonged to the middle and upper middle social class. They came from different cities of the department of Cordoba, the Atlantic Region and the country. This group was made up of a mixture of students with: limited English proficiency skills, and “average” students. That is to say, learners who had certain grade of knowledge of English and put it into practice by participating in the different activities carried out in the classroom.

To obtain the data, it was necessary to make several observations of a university Pre-Intermediate EFL course in Monteria city during July, August and September of 2009, five in total. The class was held on Saturdays from 8:00 to 11:30 A.M., with a break of around thirty minutes. Two units were observed, video recorded and later transcribed. The teacher and students speak the same native language, Spanish; however, most of the lessons were conducted in the target

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language, English. The lessons covered some vocabulary related to (health) problems and places; grammar: the use of should, shouldn't, must, mustn't, time clauses and conditionals; listening, reading and speaking exercises. Most of the video recordings were made when there was oral interaction. All the exercises performed in classes were actually a prelude to a final assignment in which students, in couples, were asked to prepare a conversation where they had to use the different topics studied throughout the two units. At the end of the class observation and video recording process, both the teacher and some students were asked to answer to some question provided in a written interview or survey.

Before starting the observations – video recordings – it was necessary to talk to both the teacher and students to be observed and video recorded. They were explained that this process was conducted with the aim of observing the methodology, activities or strategies used in class. Once they gave their consent, the process started.

Table 7. Summary of Data Collection Techniques

Objective	Categories	Data Collection Techniques
To describe the methodology used in class with the purpose of seeing how communicative	Characteristics of a positive class(room) atmosphere. A good teacher-student rapport is relevant to develop oral	Observation of the activities to establish the class atmosphere and identify the principles of

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<p>it is, and to what extent it may help or block the development of the communicative skills</p>	<p>competence.</p> <p>Characteristics of CLT. Having in mind and applying the principles of the CLT is relevant since they focus on the use of the language instead of its study.</p>	<p>the CLT approach that are present in the class.</p> <p>Interview to the teacher to establish the relationship between his teaching methodology and what was observed.</p>
<p>To describe the oral activities, strategies and oral interaction used in class with the purpose of seeing how they may help to develop the communicative skills.</p>	<p>Characteristics that make activities and strategies communicative are relevant to develop learners' autonomy, thinking skills, to make curricular integrations and to have diversity in the nature of learning and alternative assessment forms.</p> <p>Conditions that promote oral interaction are significant in order for learners to negotiate meaning, exchange ideas after having received an adequate support and training.</p>	<p>Class Observation to identify what oral activities and strategies are used, and how oral interaction is carried out in the class.</p> <p>Interview to the teacher and students to learn the activities and strategies they use to teach and learn the target language.</p>

4. DATA ANALYSIS

4.1. Description of the Class Atmosphere

During the process of class observation and video-recording, it was evident that the teacher and students' relationship was all the time excellent, that is to say, there was a very good atmosphere, which according to Allwright & Bailey (1991) is one of the main aspects to happen to have a successful interaction not only inside the classroom but also outside it. The students treated the teacher with a lot of confidence but with great respect, so did the teacher. For example, in several occasions students started a conversation with the teacher, in English, outside the classroom before starting the class, during the break or when the class was already finished.

Here there is an excerpt of one of those conversations. To represent the participants' role or turn the following conventions were used:

T = teacher.

S = a single student.

Ss = students as a class.

S1 = first student in taking part.

S2 = second student in taking part, etc. or

A letter or letters of the alphabet were used to change their names.

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... = a short pause.

(...) = part of an utterance missing.

..... = a complete utterance missing.

Excerpt 1

S – Hi teacher!

T – Hello, Sr. how are you doing?

S – Very good, teacher. And you?

T – Excellent. Better than yesterday. What about your family?

S – They are good.

T – And your father, is he still working in the bank?

S – No, teacher he is... eh... how do you say... “pensionado”?

T – Ah... is he retired now? Is he retired?

S – Yes, he is retired. He worked... eh... two years ago no work, more.

T – Ah... he doesn't work anymore. That's very good. I also want to be like him. I mean... no more work!

S & T – laugh.

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S – Teacher, do you still have the... farm with the... eh... the “abejas”?

T – Yes. I still have it and I also still sell honey, “propoleo”, “jalea real” and all the products that I obtain from the bees...

S – But, when do you go there?

T – Well I travel all weekends. As soon as I finish class here, I travel to my farm to “milk” my bees. Hahaha...

This conversation took place some minutes before starting the class outside the classroom, in the corridor. Because of the participants’ gestures, the informality and not the evaluative nature of the same was carried out in a free-stress atmosphere. Some other examples of a “nice” atmosphere classroom were perceived during the whole process of observation. Both teacher and students made jokes while participating in different activities and situations. Here there are other excerpts of some interactions in which it is possible to say that there was an excellent rapport between teacher and students. This made the class be a good atmosphere to reach a **low filter**, which according to Krashen, S. D & Terrell, (1983) is associated with relaxation, confidence to take risks and a pleasant learning environment.

These excerpts were taken from an activity in which students were asked to express a problem and another was expected to give him / her a solution or suggestion. (Appendix 1)

Excerpt 2

...

T – Well. Now, you have to think about what you have said. About your problem. Now, the students that I point out first express his or her problem. The students that I point out second... secondly give a suggestion for the problem. For example, If Sm sais... eh... for example: “I can’t sleep”, you have to say: “You don’t have to...” or “you have to...” or “you should...” or “you shouldn’t...” Do you understand? Got it or not?

Ss - Yes.

T – Ok. Let’s see...

S11 - I can’t speak Spanish in class of English.

T – Laughing... Ok. Well. Suggestion.

S7 – You have to try to talk more English. You have to speak in English and forget Spanish.

T – Yeah, yes, yeah.

S11 – Thank you.

L – Teacher my problem. I’m hungry because I have a bad teacher.

T – Yes. Yes.

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L – In the face. In your face.

Everybody – laughs.

Here when **S11** said: “*I can’t speak Spanish in class of English*” the teacher and students laughed. The same happened when L. said: “*Teacher my problem. I’m hungry because I have a bad teacher*”... “*In the face. In your face*” She meant or it is feasible to conclude that because of the confidence she felt toward the teacher, she was able to utter expressions like those without fear to have any negative retaliation from the teacher. Situations like these are possible to happen when there is an excellent classroom atmosphere.

Another hilarious situation happened when a student was talking, expressing his problem and he said something that another classmate used to make a joke. Please have a look at this excerpt.

Excerpt 3

...

T – Every time that you go to the bathroom... eh...maybe you have diarrhea, diarrhea. Do you have diarrhea?

L M – No.

T – No diarrhea. No diarrhea?

L M – No... laugh... well...

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T – If you go to the bathroom every moment, all day going to the bathroom... you have diarrhea.

L. M. – But going to the bathroom vomiting

T – Ah... throwing up. Throwing up. You are throwing up all the time. Nauseas. You feel nauseas, nauseas. Right. Ok. Maybe...

Cs - He's pregnant.

T – Maybe. Laugh... Cs is another doctor. He says that he (L M) is pregnant.

Ss – Laugh.

In this excerpt, the teacher thought, based on the information that LM had provided, he had diarrhea. But the teacher did not figure out that he could have nauseas. Thus, when Cs heard this symptom, he immediately associated it with one of the symptoms of pregnancy. Therefore, he said: "*He's pregnant*" which made both students and teacher laugh ratifying a nice atmosphere inside the classroom.

4.2. Class Observation Analysis

At the very beginning, students turned a little nervous for the presence of the cameraman who was recording them. But as the time passed, they became more confident with the fact of being recorded while they were performing the different activities.

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In the first day of observation, it was noticed that the teacher was waiting for his students at the door of the classroom. As students arrived, he greeted each one. He asked them for their health and where possible, he tried to give them a suggestion. When the class started, the teacher greeted everybody in general. Then, he started asking how they were that day. When someone manifested any problem or inconvenient, the teacher suggested a possible solution to him or her as it may be noticed in the first 18 turns of the class transcription 1, appendix 1. After that, the teacher introduced the topic of the lesson they would be working during the following classes. In this first observation excerpt, 185 speaking turns took place. 81 of which were accomplished by the teacher and 104 by the students (Please, read the class transcription 1, appendix 1)

Table 8 . Class Observation 1

Classroom Observation Analysis N. 1	
Observation	No. 1
Place	Universidad Pontificia Bolivariana – Monteria
Subject	English
Level	Pre-Intermediate – (III)
Topic	Dos and Don'ts
Date	July 25 th , 2009
Time	8:00 a.m – 11:30 a.m.
Observer	Jhon J. Avila C.

Six stages or acts occurred in the first day of class observation.

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First stage or act. Students' schemata activation. It goes from speaking turn 1 to the speaking turn 18. (Class observation 1, Appendix 1)

Purpose. To activate students' schemata based on personal information.

Second stage. Presentation of the activity to be developed in the class. It goes from speaking turn 19 to 40.

Purpose. To match some problems with their solutions.

Third stage. Students' participation. It goes from speaking turn 41 to the speaking turn 91.

Purpose. To think of and tell the class a real problem.

Fourth stage. Problem and suggestion sharing. It goes from speaking turn 92 to the speaking turn 114.

Purpose. To tell a problem and give a solution or suggestion.

Fifth stage. Grammar explanation. It goes from speaking turn 115 to the speaking turn 177.

Purposes. To explain the use of the Modal verbs "Should" and "Must", and have students use them.

Sixth stage. Individual work: reading and writing.

Purpose. To read and write solutions to some problems.

Table 9. Class Observation 1 - Competence

Class 1	Stage	Purpose	Competence
	1	To activate students' schemata based on personal information.	Pragmatic - interactional
	2	To match some problems with their solutions	Linguistic– lexical - phonological
	3	To think of and tell the class a real problem.	Pragmatic - interactional
	4	To tell a problem and give a solution or suggestion.	Pragmatic - interactional
	5	To explain the use of the Modal verbs “Should” and “Must”, and have students use them.	Linguistic - grammatical
	6	To read and write solutions to some problems.	Linguistic – discourse

The following is a description of the first class in general terms. The other classes follow a similar patter. Thus, only this description will be provided.

The teacher started his class by saying “*Good morning*” to the students in a general form. The students replied by saying: “*Good morning teacher*”. Then, the teacher greeted four students individually. He asked them how they were. One of them just limited to say fine thank you. Another, besides answering, asked the teacher how he was. The other two students expressed, they had some problems

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to which the teacher suggested some solutions. This activity was used under the pretext of activating students' schemata. Afterwards, the teacher drew a two-column chart on the board. In the first column, he wrote some problems numerated from 1 to 4 and in the second column the solutions, in disorder, listed from A to D. He explained that they were going to be working on giving solutions to some problems. He read the problems and solutions and where necessary clarified the meaning of any unknown word, as in the speaking turn 20, when L asked for the meaning of "*suggestion*". He did not provide the meaning right away, but asked: "*Who knows what suggestion means?*" giving the chance to his students to display their knowledge. Then, he selected one of his students (Ms) to match the problem to its solution. When Ms. started performing the activity, she just gave the number of the problem and the letter of the solution, for instance: "*One and D*". The teacher asked her to read the problem and the solution. Even though Ms. provided the correct response, she mispronounced a word: "taLk", the teacher said: "*Excuse me?*" to see if she self-corrected, but her classmates were the ones who provided the accurate pronunciation {to:k}. Then the teacher ratified it by repeating it twice.

Once this task was done, the teacher asked his students to think of a real problem to tell the class. He demanded not to write the problem, just to think about it and have it in mind. After some minutes, the teacher requested his students to make a round table to utter their problems. When the round table was ready, a student manifested she was hungry and invited to have a break. The teacher ignored it by saying: "*any question*". Thus, other two students joined their latter partner and said they were hungry, too. The teacher just said "*later we'll have a*

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break" and kept on giving the directions of the activity. He emphasized that that activity should be accomplished in four minutes. He pointed with his hand to one student and asked her to start. Since her answer was inaudible, he demanded her to repeat it. She said: *"I wake up early"* The teacher got surprised, so he repeated her sentence and added *"is that a problem?"*. She replied: *"Yes. I wake up early... I have sleep"* The teacher formulated a new question by repeating it twice: *"Are you sleepy? Are you sleepy?"* having as an answer: *"Yes, I'm sleepy"*. This activity continued like this for about five minutes. It seems that the teacher was just interested in listening to the problems because in some cases he just heard the problem and immediately selected another student. For instance in the speaking turn 58, he asked for L's problem. When she spoke it out, the teacher called another student, (Mt). A similar situation happened with speaking turns 79, 80, 81 and 82. In the speaking turn 78, the teacher chose a new student. Once he said his problem, the teacher pointed with his hand to another, then another and another that correspond to the speaking turns 79, 80, 81 and 82 of the first class observation transcription (Appendix 1). When the teacher heard something, he considered, relevant or important, he repeated the sentence or made a comment about it. For instance: in speaking turn 64, one student said: *"I'm losing weight"*. Thus, he repeated that sentence in a question-like form: *"are you losing weight?"*. Or in the speaking turn 82, the problem was: *"I don't have time to do all that I have"*. It seemed that he felt self-identified, therefore, he replied: *"Exactly"*. In other situation, the teacher required one of his students not to use Spanish due to the fact, that this student in his first attempt to express the problem, he muttered it. For that reason, the teacher told him: *"Sorry. I can't understand you. I can't hear you."*

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Repeat, please” He tried to use his mother tongue to be self-understood: *“Dormi...”* But the teacher said: *“No Spanish. No Spanish.”* In one of the latest interactions of this task, a student made a grammar mistake. He said: *“I can’t to travel”*. This time the teacher did not turn to his students’ help, but he corrected by providing the accurate form: *“I can’t travel. I can’t travel”*

After having 15 students participate, the teacher added a new element to the activity. He asked his students to think about what they have said or thought. This time, the student that was selected first had to tell the problem. The second student selected by the teacher had to give a solution or an advice. Here the teacher modeled the activity by saying: *“For example, if Sm. sais – I can’t sleep – you have to say”* and demanded his students to use some expression like these: - *“You don’t have to... or You have to... or You should... or You shouldn’t...”* The teacher made sure that everybody understood the activity by asking: *“Do you understand? Got it or not?”* The students answered in a unison chorus: *“Yes.”* The teacher selected two students who had already participated in the previous task. The first (S11) said her problem: *“I can’t speak Spanish in English class”* Both the teacher and students laughed. The teacher pointed at the second student (S7) who suggested: *“You have to try to talk more English. You have to speak in English and forget Spanish.”* She replied *“Thank you”* The third student (L) in taking part, self-nominated to participate. She mentioned the problem she had previously uttered and added new information: *“Teacher my problem. I’m hungry because I have a bad teacher”* again, everybody laughed at her comment. The teacher only said: *“Yes. Yes”* L. continued: *“In the face. In your face”* The teacher asked Ew. for his

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suggestion who recommended: *"You should talk with your teacher and tell him give you some time to eat."* There were two more interventions before the teacher tried to announce that they were going to have a break. The students did not allow him to complete his announcement because they shouted out: *"break"*. The teacher gave them 20 minutes for the coffee break.

When everybody got back from the break, the teacher announced that they were going to see the modal verbs "Should" and "Must". He gave a brief explanation about it. A student asked for the meaning of "Advice" The teacher provided an example for her to unveil its meaning:

117 - T – *"Yeah... For example, for example: ahh... you... you are not very well in the English class. You are not pretty well. You are not paying attention to the English class. You don't listen to the teacher. You don't pay attention to the teacher. That is the problem. My advice is: "you SHOULD pay attention... You should pay attention to the teacher because... because when the teacher speaks... he expresses some important things. You SHOULD look at what the teacher is writing on the board. You SHOULD listen very carefully to what the teacher says. Etc. Ok? It is one advice."* The teacher did not make sure if his student understood the meaning of it. He continued with his explanation: *"And, on the other side "Must" "Must" is stronger. It's stronger than "Should"*

The teacher did not ask if the explanation was clear or if they had understood this part. Instead, he said that they were going to keep doing the activity they were carrying out before going to the break. He remembered them to

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use “Should” and “Must” or “Shouldn’t” and “Mustn’t”. Again, the first student nominated had to tell the problem and the second a suggestion. In this task 13 students took part.

In the last stage of the class, the teacher announced that they had to work on two activities of the book. In the first part, they were expected to give a solution to each problem that appeared in that task. And in the second part, they were required to read the section that the teacher pointed at and write at least four sentences using the information contained in that reading. L. asked if that activity could be developed in groups. The teacher responded negatively. While the students were working on it, the teacher was walking around the classroom and assisting to those who required him. For instance, L. asked for the meaning of “*overweight*”, the teacher illustrated the meaning of this word by using his body and his hands to represent its meaning.

Finally, the teacher used the last few minutes to give the homework assignment. The students were to finish the activity at home to hand it in the next class and elaborate a little bit more the problem they shared in class or think of a new one. Besides, they had to explain why that was a problem. The teacher suggested thinking of the causes and consequences, too.

Table 10. Class Observation 2

Classroom Observation	
Observation	No. 2
Place	Universidad Pontificia Bolivariana - Monteria
Subject	English
Level	Pre-Intermediate – (III)
Topic	Dos and Don'ts
Date	August 1 st , 2009
Time	8:00 a.m – 11:30 a.m.
Observer	Jhon J. Avila C.

The second class observation took place a week later, that is to say, the following Saturday. The teacher arrived before 8:00 A.M. First, He was sitting at his desk waiting for his students to arrive. As students arrived they greeted him. Some students just said hello, or good morning. Other students shook hands. Some ladies greeted him with a kiss in the cheek. Then, he stood up and headed to the door where the late comer students greeted and apologized for being a little late.

After ten or fifteen minutes, the teacher started the class. In the extract of this lesson, 157 speaking turns took place. 72 interventions were performed by the teacher, and 73 by the students (Class observation 2, appendix 1)

Four stages were identified in this class.

First stage. Task assignment review. It goes from speaking turn 1 to 59.

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Purpose. To check the activity assigned for that class.

Second stage. Personal reflection about some situations presented in the book. It goes from speaking turn 60 to 95.

Purpose. To have students think about and share their reflections about the topic being dealt in class.

Third stage. Listening activity. It goes from speaking turn 95 to 151.

Purpose. To listen and complete with the missing information.

Fourth stage. Explanation of the homework assignment. It goes from speaking turns 152 to speaking turn 157.

Purpose. To explain and assign homework to be checked the next class.

Table 11. Class Observation 2 - Competence

Class 2	Stage	Purpose	Competence
	1	To check the activity assigned for that class.	Pragmatic interactional -
	2	To have students think about and share their reflections about the topic being dealt in class.	Pragmatic functional -
	3	To listen and complete with the missing information.	Linguistic phonological -
	4	To explain and assign homework to be checked the next class.	Linguistic grammatical -

Table 12. Class Observation 3

Classroom Observation	
Observation	No. 3
Place	Universidad Pontificia Bolivariana - Monteria
Subject	English
Level	Pre-Intermediate – (III)
Topic	Dos and Don'ts
Date	August 8 th , 2009
Time	8:30 a.m – 11:30 a.m.
Observer	Jhon J. Avila C.

By the time the video recording was started, both the teacher and students had already begun the class. Thus, the beginning (the first 15 or 20 minutes) of the class was not registered. Nevertheless, what is transcribed in class observation 3, (appendix 1), is what was possible to be recorded. During the break, the teacher was asked what he had done at the beginning of the class. He reported that he had just checked the exercises of the previous class, that is to say, the one in which students were expected to put in order some sentences.

In this transcription of the third class observation 287 speaking turns were transcribed in total, 145 of which were accomplished by the teacher and 142 by the students. It is also important to highlight that the teacher finished this unit around 10:30 A.M. and immediately started the next unit. The first 211 speaking turns out of 287 correspond to the first unit observed. The 76 speaking turns left correspond to the beginning of the second unit.

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In the first part of the class, that is to say, the first unit observed, three stages were found.

First stage. Homework assignment review. It goes from speaking turn 1 to the speaking turn 156.

Purpose. To check the homework assigned the previous class. To play the role of a doctor (the teacher) and patients (the students), to share information and give suggestions.

Second stage. Teacher's reflection. Speaking turn 157.

Purpose. To advice students to prepare the assignments before the class.

Third stage. Questions and opinions. It goes from speaking turn 158 to 211.

Purpose. To ask questions to the students and to learn their opinions about and experiences with doctors in the city.

Table 13. Class Observation 3 – Competence

	Stage	Purpose	Competence
Class 3	1	To check the homework assigned the previous class. To play the role of a doctor (the teacher) and patients (the students), to share information and give suggestions.	Pragmatic - functional
	2	To advice students to prepare the assignments before the class.	Linguistic - cultural
	3	To ask questions to the students and to learn their opinions about and experiences with doctors in the city.	Pragmatic – functional

4.3. Analysis of the Activities

4.3.1. CLT Principles

The following is an analysis of the different activities carried out in the first unit observed to see to what extent they accomplish some of the principles suggested by Larsen – Freeman D. (2000) with regard to the CLT Approach. This unit was developed in three Saturday sessions, about 10 hours in total. Below there is a table with 15 principles. Each principle is analyzed in each class to establish if it is accomplished or not.

Table 14. Class Observation Analysis

<p>Larsen-Freeman D. (2000) argues that the CLT is aimed at making the communicative competence the main purpose of language teaching taking into account the autonomy of language and communication. When students use the target language, they should be aware of how to perform certain functions, such as: promising, inviting and declining invitations within a social context. That is to say, they need not only linguistic competence, but also communicative competence. Learners should know how to discriminate when, where, how, what, why and to whom to say something. She also proposes some principles to be taken into account in CLT.</p>	
01	Whenever possible authentic language – language as it is used in a real context, generally from magazines, newspapers, TV, radio, etc. - should be introduced to students in the class.
02	- Being able to figure out the speaker's or writer's intention is part of being communicatively competent.
03	- The target language is a vehicle for classroom communication, not just the object of study.
04	- One function can have many different forms. The emphasis is on the process rather than just mastery of language forms.
05	- Students should work with language at the discourse or suprasentential level. They must learn about cohesion and coherence, those properties of language that bind sentences together.
06	- Games are important since they have certain features in common with real communicative events. There is a purpose to the exchange. The speaker

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	receives immediate feedback from the listener on whether or not he or she has successfully communicated. In this way, students have the chance to negotiate meaning. Finally, having students work in small groups maximizes the amount of communicative practice they receive.
07	- Students should be given an opportunity to express their ideas and opinions.
08	- Errors are tolerated and seen as natural outcome of the development of communication skills.
09	- One of the teacher's major responsibilities is to establish situations likely to promote communication.
10	- The social context of the communicative event is essential in giving meaning to the utterances.
11	- Learning to use language forms appropriately is an important part of communicative competence.
12	- The teacher should act as a facilitator in setting up communicative activities and as advisor during the activities.
13	- In communicating, a speaker has the choice not only about what to say, but also how to say it.
14	- The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.
15	- Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension (Larsen – Freeman, D. 2000. Pp. 121 – 128)

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1 – The first principle, in the sense that this author suggests, was not seen in any of the different classes observed. the teacher in any moment presented students authentic language coming from authentic material such as specialized magazines, newspapers, and the likes, taking into account that the topic they were dealing with has to do with (health) problems and suggestions. However, the closest situation in which the students used authentic language was when they were asked to think of an illness to tell the teacher - doctor, as it is illustrated in the following excerpts taken from class observations 2 and 3, appendix 1.

Excerpt 1

...

4 – “T – El. *Hi how are you today? Why are you wearing sunglasses?*

5 - El– *Teacher, I have conjunctivitis.*

6 - T– *Have you gone to the doctor, yet?*

7 - El– *No.*

8 - T – *Well I think you should visit the doctor and tell him what your problem is. He may recommend you what to do or take.*

9 - El– *Ok, teacher. Thank you.”*

Excerpt 2

...

9 - T – *Maybe it is a virus... virus. You have to rest, to rest, and drink a lot of water... and take an aspirin. It's simple. It is not complicated. But you have to stay in bed for two days, two days. Don't come to English class. Ok. El.!*

10 - El – *I can't see.*

11 - T – *He can't see.*

12 - El – *Hi doctor. I'm pretty sick. Can you help me?*

13 - T – *Yep.*

14 - El – *I have a little problem in my eyes.*

15 - T – *I see that you are wearing glasses... sunglasses...today.*

16 - El – *I'm flu, and pain in all my body.*

17 - T – *Ok. So all your body aches. All your body aches.*

18 - El – *I am stressed for my throat because I don't sleep... and I don't drink alcohol and nothing. I am a person active and I like play... I like playing golf every weekend and...*

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

19 - T – *Yes. Yes. Yes. You have a problem. Hey L. don't worry. So I want to know what's the matter with you. What's the problem that maybe you have right now. So, as I can see you have a problem with your eyes. It is a virus that has contaminated. So, I am going to give you a prescription. You have to use some drops. Understand? Drops, ok? In order to clear... for clearing your eyes. Right? Well."*

In the first excerpt, the teacher, after having heard El's problem, advised him to see the doctor who may recommend what to do or take. Here they used authentic language, as it is normally used in a similar situation in our context.

In the second excerpt, the teacher and El. are playing the role of a doctor and a patient, respectively. Again, both the teacher and the student made use of authentic language, although in an artificial situation.

2 – One feature of being communicative competent as Larsen – Freeman, D. (ibid) affirms is to be able to figure out the speaker's or writer's intention, in this particular case, the speaker's. In the excerpts below, this principle is exemplified, somehow. The excerpts 3 and 4 correspond to the class observation 1; the excerpt 5 was taken from class observation 2, and the excerpt 6 belongs to the class observation 3, appendix 1.

Excerpt 3

...

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23 – “T – ... Well. Let’s continue. The first problem is: *I’m working 16 hours a day.* The second problem is: *I can’t sleep.* The next is: (The teacher started singing tan tan ta ta, tan tan ta ta) *My ex-boyfriend is getting married.* And finally, the last problem is: *I’ve had a terrible toothache. A terrible toothache... for weeks.* And the suggestions are: A- *Don’t drink coffee at night.* B- *Go to the dentist... Don’t wait... Don’t wait.* C- *Don’t go to the wedding. Hey. This is your Ex. Your Ex that is going to get married. You are going to be at the church and...*

24 - S – And cry. And cry.

25 - Everybody – Laugh.”

Excerpt 4

...

111 – “T – Ok. So, now you are going to have...

112 - Ss – A break.

113 - T – A break. Twenty American minutes.

114 - Ss – Nooo...”

Excerpt 5

...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

17 - T – ... Sm., do you have any problem?

18 - Sm – My problem is a workshop of “ecuaciones” and I can’t be with my family...

19 - T – You can’t be with your family.

20 - Sm – Yes.

21 - T – Right. Why?

22 - Sm – Because it is Saturday.

23 - T – Where does your family live?

24 - Sm – Eh... What?

25 - T – Where does your family live?

26 - Sm – Live ... in Montelibano

27 - T – In Montelibano. That means you are from Montelibano. Are you here alone?... You are here alone? Or with another...

28 - Sm – With my uncle.

29 - T – Ok. You live with your uncle. Ok. Right. So, this problem has solution, too. So, you should ask the teacher: teacher, I need to travel to Montelibano on Saturday. And the teacher will say...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

30 - Ss – *Nooooo.”*

Excerpt 6

...

188 – “L – *It is not lack of communication!*

189 - T – *Excuse me?*

190 - L – *It is lack of education.*

191 - T – *Ahh... she says it is not lack of communication. It is lack of...*

192 - L –*Education.*

193 - T – *Lack of education... If you arrive here and you say good morning teacher, I say good morning.*

194 - L – *Yes! Of course!*

195 - T – *Of course...If I arrive here, I have to say good morning.*

196 - L – *Look at my face... And smile!*

197 - T – *And smile... good morning hahaha... Ok? This is the problem”*

In the excerpt 3, the teacher was explaining how to perform a matching activity. There were four problems and four solutions. When he was giving the third solution “C- *Don’t go to the wedding. Hey. This is your Ex. Your Ex that is going to*

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get married. You are going to be at the church and...” he was suddenly interrupted by a student who complemented the teacher’s utterance by saying: “ – *And cry. And cry.*” Here this student demonstrated that she was tuned with the teacher and with the topic of the class. This is what Larsen – Freeman D. (ibid) calls to figure out the speaker’s intention. The same situation happened when this teacher was about to announce that it was time to have a break in the excerpt 4, speaking turn 111, “**T** – *Ok. So, now you are going to have...*” once again his announcement was complemented by his students who uttered in the speaking turn 112 “*A break.*”

In the excerpt 5 the teacher and Sm were talking about her problem. She manifested that because of an Equation workshop she could not travel to her hometown. It can be infer that she was going to do it on Saturday or during the weekend. Thus, the teacher asked her where her family lives. She answered: “*Live... in Montelibano*” Immediately, the teacher formulated a new question: “*...Are you here alone?... You are here alone? Or with another...*” Sm, as Larsen – Freeman D. (ibid) affirms, figured out the teacher’s intension and completed his question by saying: “*With my uncle*”. In the same excerpt, the students figured out the teacher’s intension when he gave a possible solution for Sm’s problem. “*Ok. You live with your uncle. Ok. Right. So, this problem has solution, too. So, you should ask the teacher: teacher, I need to travel to Montelibano on Saturday. And the teacher will say...*” “**Ss** – *Noooo*”.

Finally, in the excerpt 6, the teacher after having made a brief reflection about the lack of communication among doctors and their patients, (please, read the full class observation 3 transcription, appendix 1) L. said: “*It is not lack of*

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communication”... *“It is lack of education”* The teacher took her contribution and provided an example to illustrate L’s idea. He came out with: *“Of course...If I arrive here, I have to say good morning.”* L. complemented with: *“Look at my face... And smile!”* In these excerpts, it is seen a communicative competence because the students were able to understand the different contexts and according to them take part.

3 – In the classes observed, most of the target language was used as a vehicle for classroom communication, not just the object of study. The teacher almost always talked in English, gave the instructions in L2, and required his students to talk in English in the classroom. Here there are some examples taken from class observations 1, 2, and 3, appendix 1, of this principle: *“Ok. Today we will be working on giving some suggestions to some problems. I’m going to write on the board some problems and some suggestions. You have to match the problem to the suggestion. Ok?”* *“Well, now in two American minutes, two American minutes. You are going to think of a problem. Think of a problem, a real problem that you could have. You are going to think of a real a problem you could have. Real. Ok? Real problem. Not imaginary. Two minutes. Don’t write. Just think.”* These two excerpts belong to the first class observation.

The following excerpts were taken from class observation 2 and 3, respectively to illustrate the use of the target language as a vehicle for classroom communication, too. *“Today, we are going to continue talking about your problems and giving some solutions or suggestion. Last class, I asked you to think about your problem and elaborate it a little bit more. Remember? Well, the person I point*

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out should immediately say his or her problem, but you should explain why that is a problem for you. Then, the person I select should give a solution or suggestion. So pay attention to what your partners say. Ok? And think fast in a suggestion. Let's start... uhmm..." and "Well now let's continue with the next activity. But before that please make a round table... Ok. Now let's suppose you are sick and visit the doctor. The doctor it's me. You should tell me your problem and I'll give you a piece of advice, ok? Forget that I'm your teacher. Now I'm your doctor. So let's start. Angie, what's your problem?"

In the excerpts above, it is accomplished the principle that Larsen – Freeman D. (ibid) affirms that the Target Language should be used as a vehicle for classroom communication. The teacher used it to be self-understood by his students, gave directions in the L2 and conveyed the different messages he was interested in.

4 – According to this scholar, students should try to state the speaker's messages in different words. That is to say, by using their own words and own understanding of that message. This is so, due to the fact that one function can have many different linguistic forms. Since the focus of learning a Foreign Language should be on real language use. Therefore the emphasis should be on the process of communication rather than just mastery of language forms.

In the observed classes, there was not any clear situation in which this principle could be displayed by the students. Except by an activity where a student (Sb) was asked to go to the front of the class and take the role of "monitor". He was

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expected to select some classmates to formulate them the questions they had previously been working on for them to express their opinions. Sb. effectively accomplished what the teacher demanded him. However, when he reached the last question, a student manifested not to understand it. Thus, the teacher asked Sb. to explain it. He did not understand it, either. The teacher read the sentence: *"You have to be cruel to be kind"* and asked the whole class: *"What do you understand for it?"* One student (Jr) gave his version in Spanish: *"Allí dice que hay que ser bueno para ser malo"*, but was rejected by both his classmates and teacher. The teacher translated the expression into Spanish: *"A veces hay que ser duro para ser amable"* after no having any answer from his students. Then, another student (Jm) made two attempts to unveil its meaning. (Please, read the excerpt 7 below, and the full class observation 2 transcription, appendix 1)

Excerpt 7

...

82 – "S – Teacher, I don't understand the... the last question.

83 - T – The last question? You didn't understand the last question? He says that he didn't understand the last question. Can you explain him?

84 - Sb – Uhmm... eh... No. I don't understand it.

85 - T – You don't understand... "You have to be cruel to be kind" What do you understand for it?... Yes?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

86 - Jr – *“Allí dice que hay que ser bueno para ser malo”*

87 - T – *Excuse me?... What do you think? He says “hay que ser bueno para ser malo”*

88 - Ss – *Nooo.*

89 - T – *No. No. Que quiere decir eso. “You have to be cruel to be kind”*

90 - Ss – *No answer.*

91 - T – *“A veces hay que ser duro para ser amable”.*

92 - Jm – *Teacher... eh... the love of a girlfriend and... eh boyfriend that are very, very... love.*

93 - T – *Uhhh... well. “esa expresión se refiere más que todo a que hay que ser así... para que las cosas funcionen...”*

94 - Jm – *Maduro!*

95 - T - *...Hay que ser estricto. Si yo por ejemplo exijo que vengan y les digo hay que venir a clases porque voy a coger nota y el que no venga tiene su cero. Hay que cumplirlo. Por ejemplo lo que pasa en la casa... a veces tengo que ser estricto, duro para que las cosas funcionen. Si no se es estricto, si no se es duro las cosas no salen... Ok. Right. Thank you. Thank you Sebastian. Thank you very much. Well now, we are going to do a listening.”*

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

In the speaking turn 92, Jm. came out with: *“Teacher... eh... the love of a girlfriend and... eh boyfriend that are very, very... love.”* As this response was wrong, the teacher gave an incomplete version in Spanish trying to help his students to discover the meaning: *“Uhmm... well. esa expresión se refiere más que todo a que hay que ser así... para que las cosas funcionen...”* Thus, Jm. made his second attempt to understand it and said: *“Maduro!”* Once again the teacher did not accept Jm’s contribution because he provided the appropriate expression in the speaking turn 95: *“...Hay que ser estricto”* and an example to illustrate its meaning.

Despite the different efforts to make students re-estate the original expression with their own words, they could not make it.

5 – Larsen – Freeman D. (Ibid) suggests that students should work with language at the discourse or suprasentential level. They must learn about cohesion and coherence, those properties of language that bind sentences together. In the class observations 1 and 2, there were some situation in which this principle was accomplished. The first was when the teacher asked to match a problem with its solution. (Please read the excerpt 8 below)

Excerpt 8

...

34 – “Ms - I can’t sleep. Don’t drink coffee at night. My ex-boyfriend is getting married. Don’t go to the wedding.

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35 - T – *Ok. Yeah.*

36 - Ms - *I've had a terrible toothache for weeks. Go to the dentist. Don't wait."*

The second was when the teacher required his students to match some words to form compound words.

Excerpt 9

...

97 - "Mo – *Live abroad.*

98 - T – *Ok. Live abroad.*

99 - Mo – *Write poetry.*

100 - T - *Write poetry.*

101 - Mo – *Act your age.*

102 - T – *Excuse me?*

103 - Mo – *Act your age.*

104 - T – *Act your age.*

105 - Mo – *Take responsibility for your fault.*

106 - T – *Ok."*

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

In the excerpts 8 and 9, the students were working on coherence, that is to say, how words or sentences should be bound together to form coherent phrases or sentences. Just to mention an example: "*I've had a terrible toothache for weeks. Go to the dentist. Don't wait.*" With this task the students were expected to identify the logical complement to the first part. In this way the students were working with language at the discourse or suprasentential level as Larsen – Freeman, D. (Ibid) suggests.

6 – Larsen – Freeman, D. (Ibid) affirms that games are necessary because they have some familiar elements with real communicative events. When this principle is used in class, students can negotiate meaning, receive immediate feedback from the listener on whether or not they have successfully communicated. Furthermore, having students work in small groups maximizes the amount of communicative practice they received. During the different class observations process, the teacher did not use any game to accomplish the lessons.

7 – This author also affirms that students should be given an opportunity to express their idea and opinions. There were several cases in the class observation process in which the teacher asked his students to think and express their opinions with regard to the topic they were coping with. For instance, in the third stage or act of the first class observed, speaking turns 41 to 91, the teacher required his students to think of a problem, a real problem they could have and share it with the class. (Please read the excerpt 10 below)

Excerpt 10

41 – ...“T – *Well, now in two American minutes, two American minutes. You are going to think of a problem. Think of a problem, a real problem that you could have. You are going to think of a real a problem you could have. Real. Ok? Real problem. Not imaginary. Two minutes. Don't write. Just think.*

42 - Ss – *Thinking.*

43 - T – *Ok. Do me a favor, please. Do me a favor. Re-arrange, re-organize the chairs. Like a round table... Hurry up... Quickly...*

44 - S – *Teacher?*

45 - T – *Yeah?*

46 - S – *I'm hungry. Let's have a break.*

47 - T – *Any question?*

48 - S1 – *I'm hungry, teacher.*

49 - S2 – *Me too, teacher. I'm hungry.*

50 - T – *Later, we'll have a break. Ok. Now in... in four minutes. Exactly four minutes, everybody is going to say his or her problem. Ok? Right? In four minutes. Exactly four minutes. You begin. (teacher pointing at a student).*

51 - S3 – *I...eh...(inaudible utterances)*

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

52 - T - *excuse me? I can hear you. I don't understand you. Please speak loudly.*

53 - S3 - *I wake up early.*

54 - T – *I wake up early? Is that a problem?*

55 - S3 – *Yes. I wake up early... I have sleep.*

56 - T – *Are you sleepy? Are you sleepy?*

57 - S3 – *Yes. I'm sleepy"*

Here the teacher, first, asked his students to think of a problem. Then, when everybody and everything was ready, the teacher urged 15 student to express their problems (Please, read the full class observation 1 transcription, appendix 1). In the excerpt 10 above, in the speaking turn 53, that student had the chance to express her problem, and in speaking turn 55, she not only ratified it, but also added the consequence she was experimenting in that moment: "*Yes. I wake up early... I have sleep.*"

In the same class, the teacher demanded to think of the problem they had just worked on, but this time, a partner was going to be selected to give a solution or suggestion for it. Thus, the students should be attentive to their classmates' problems, think and suggest a solution for it as it is illustrated in the excerpt 11.

Excerpt 11

...

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92 – “T – *Well. Now, you have to think about what you have said. About your problem. Now, the students that I point out first express his or her problem. The students that I point out second... secondly give a suggestion for the problem. For example, If Sm. sais... eh... for example: “I can’t sleep”, you have to say: “You don’t have to...” or “you have to...” or “you should...” or “you shouldn’t...” Do you understand? Got it or not?*

93 - Ss - *Yes.*

94 - T – *Ok. Let’s see...*

95 - S11 - *I can’t speak Spanish in class of English.*

96 - T – *Laughing... Ok. Well. Suggestion.*

97 - S7 – *You have to try to talk more English. You have to speak in English and forget Spanish.”*

In the speaking turn 95, that student manifested she could not speak Spanish in the English class. A partner of hers, after having heard her problem, had a short time to think and give her a solution.

In the other two class observations, there were similar situations in which the students were asked to think and express their opinions about different events. Here there is another sample of this principle.

Excerpt 12

...

77 – “Sb – Eu. *Do you think older people should act their age?*

78 - Eu – *I think that they should be eh..... you have for example forty,... you have humm... how do you say “maduro”*

79 - Sb - *I don’t know.*

80 - T – *Mature.*

81 - Eu – *You should be mature. You can think in leave home.”*

In that activity, Sb. was asked to serve as a monitor. He had to select some partners and ask them their opinions about certain issues. In the speaking turn 77, Sb. demanded Eu. for his opinion about if “*older people should act their age*”. Effectively, Eu in speaking turns 78 and 81 expressed what he thought about it.

In the third class observation, some situations, in which students were expected to utter their opinions, it also happened. Here there is another sample of it.

Excerpt 13

...

199 – “T – *What is your opinion about this situation, here? Your opinion about that.*

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200 - Gr - *When I go to the doctor there is bad communication because they don't speak.*

201 - T – *So, doctors...*

202 - Gr - *La "receta"?*

203 - T – *Prescription*

204 - Gr - *The prescription is not good. And the exams, they don't speak with the sick."*

Both the teacher and students were talking about the performance of doctors. The way how they generally behave in front of their patients. When Gr. was asked to speak out her opinion, she manifested that doctors often do not speak with their patients; they even give an inappropriate prescriptions and medical exams.

The excerpts above show that the teacher gave his students opportunities to think and share their opinions and ideas with regard to some issues. In this way the principle that states that students should be given the opportunity to express their ideas and opinions is accomplished as Larsen – Freeman, D. (d) suggests.

8 – When one is learning a Foreign Language, one usually makes mistakes when speaking or writing. Therefore, this scholar states that errors are tolerated and seen as natural outcome of the development of communication skills. When the students were performing the speaking activities, they made mistakes.

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Nevertheless, the teacher did not correct them immediately or “punished” students for those inaccuracies. He allowed his students to continue speaking. Even in one of his reflections, he incited his students to speak freely without fear to make mistakes: “...*The most you speak, the most I listen from you. Ok? The most you speak, it’s the most that I listen from you. But if you speak just one second, if you just speak two words, it is not speaking. Ok? What I really want you to do is: speak, speak, speak and speak. This is the purpose, or the objective of this kind of activities. Do you understand? ... this is a practice for improving, for improving your speaking. Ok? It is a practice for improving your speaking. For example, if I ask: hi... how do you feel. Answer this question. We are talking about illness... and you say: I’m ok. Maybe you make some mistakes. But the idea is that you speak. It doesn’t matter if you make mistakes. It doesn’t matter, now. So, you’ll be very proud because you are preparing in advance.*”

Those activities were aimed at working on fluency or meaning focus, and not on form focus as Johnson, K. (1995) states.

9 – Another basic principle when using the CLT approach is to establish situations likely to promote communication. In most of the observed classes, this principle was seen. The teacher asked students to think of an issue, and then they had to share it with their classmates to receive an answer or feedback. The excerpts below illustrate this.

Excerpt 14

...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

92 – “T – *Well. Now, you have to think about what you have said. About your problem. Now, the students that I point out first express his or her problem. The students that I point out second... secondly give a suggestion for the problem. For example, If Sm. sais... eh... for example: “I can’t sleep”, you have to say: “You don’t have to...” or “you have to...” or “you should...” or “you shouldn’t...” Do you understand? Got it or not?...*

100 - L – *Teacher my problem. I’m hungry because I have a bad teacher.*

101 - T – *Yes. Yes.*

102 - L – *In the face. In your face.*

103 - Everybody – *laughs.*

104 - T – *Ewin. Your suggestion, please.*

105 - Ew – *You should talk with your teacher and tell him give you some time to eat.”*

Excerpt 15

...

63 – “Sb – *Jm., what do you think about people who usually use cellular phones in public?”*

64 – Jm – *“I think that people use cell phones in public are very... eh...”*

65 – “T – Impolite?”

The excerpts above show that the students were given some situations in which they could express what they thought about those issues as Larsen-Freeman D. (ibid) assures.

10 – For the last class of the first unit observed, the teacher required his students to think in, advance, of a health problem which should be told him because in the following class, he was going to play the role of a doctor. As consequence, the students were going to play the role of patients. (Please, read the excerpts 16 and 17, taken from class observation 2 and 3, appendix 1)

Excerpt 16

...

154 – “T – *Ok. Next class we'll compare the sentences. Besides that, you are going to think in a problem. A health problem. You should tell me your problem and I am going to take the role of a doctor and give you some suggestions. Ok? You got it? No problem?”*

Excerpt 17

...

1 – “T – *Well now let's continue with the next activity. But before that please make a round table... Ok. Now let's suppose you are sick and visit the doctor. The doctor*

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it's me. You should tell me your problem and I'll give you a piece of advice, ok?

Forget that I'm your teacher. Now I'm your doctor. So let's start..."

19 – **"T** – ...Very well... **JD**. Where are you **JD**?"

20 – **"JD** – How are you?"

21 – **"T** – I am very well. Thank you. Fine."

22 – **"JD** – Teacher..."

23 – **"T** – I'm not a teacher. Remember? I am a doctor."

24 – **"JD** – Are you a doctor?"

25 – **"T** – Yes."

26 – **"JD** – Doctor, doctor... I feel a... pain in my kidney right. Eh... I have several... eh I have a... I have a kidney infection."

27 – **"T** – Excuse me?"

28 – **"JD** – I have a kidney infection."

29 – **"T** – A kidney's infection. Ah yes. How do you know that you have a kidney's infection?"

30 – **"JD** – What?"

31 – **"T** – How do you know that you have a kidney's infection?"

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

32 – “JD – The exams.”

33 – “T – Ahh. You took some exams. Aha. Ok.”

34 – “JD – Teacher...”

35 – “T – I am not a teacher. I am a doctor.”

36 – “JD – Doctor, I have eh. I have...”

37 – “T – What happen when you are going to have a leak?”

38 – “JD – What?”

39 – “T – What happen when you are going to take a leak? When you are going to take a leak? When you go to the bathroom?”

40 – “JD – Ah... yes. Yes... Normal.”

41 – “T – Normal?”

42 – “JD – Yes.”

43 – “T – Ok. Right. Maybe it’s the prostate. No. You are very young. Anyway, I’m going to order you some other exams. In order to be sure that it is a kidney’s infection. Ok? Right. Meanwhile drink lot of water, a lot of water in order to evacuate that infection. Ok?”

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

Role plays are considered as an important principle in the CLT approach by Larsen – Freeman, D. (ibid) due to the fact they have certain features in common with real communicative life situations. In this activity, the students had to play the role of patients and tell the doctor their health problem to receive suggestion(s) to get better from it. Besides, they foster learning and cognitive development since the students learn how to complete a task by sharing responsibility for that task with a (more competent) classmate or adult, in this case the teacher as Vygotsky (1978) states.

11 – In spite of tolerating mistakes when learning a foreign language, it is important to use language forms appropriately as part of the communicative competence. The teacher did correct some mistakes. One of those was when a student, Ms., was doing a matching exercise in the second stage of the first class observed. She pronounced the word talk as it is written. Thus, he said: “*Excuse me*” giving her the opportunity to self-correct. But their partners provided the accurate pronunciation: {to:k}, as she did not realize the teacher’s intension. Here, the activity was not focused on fluency but on form. Another instance in which the teacher corrected a student was when Dn. was telling she felt bad because she had eaten some candies. Please read the excerpt 18 below.

Excerpt 18

...

162 – “Dn – *The last night I was in a children’s party and I eat a lot of candies.*

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

163 - T – *Ate. Ate because it's past.*

164 - Dn – *Ate. Ate a lot of candies. When I feel bad my stomach...*

165 - T – *Felt.*

166 - Dn – *Felt bad my stomach, nauseas... uh huh."*

The teacher was following Dn. sequence of actions. When she said "eat" in speaking turn 162, the teacher provided the correct conjugation of the verb and gave the reason why. The same happened immediately she self-corrected and complemented her answer. She used the verb "feel" in present tense instead of past. For that reason, the teacher provided her with the appropriate verb form, once again.

Another case where the teacher emphasized the importance of language form was when they were dealing with the situation described in excerpt below.

Excerpt 19

...

63 - Sb – Jm., what do you think about people who usually use cellular phones in public?

64 - Jm – I think that people use cell phones in public are very... eh...

65 - T – Impolite?

...

67 - T– Is it ok... is it polite to talk... for example, if I receive a call now... is it polite..."Aha bueno. Entonces mija. Y ya... que va a preparar de almuerzo? No. Si. Ombe. Eche.. aha. No yo compro la yuca ahora. Bueno pero nos vemos más tarde". Is that polite?

68 - Ss – Nooo

69 - T – So, there are many people who do that. They are speaking by cell phone... and they are practically talking with the rest of the people. That is not polite. If you are going to have a private conversation, go out and try to speak low. Try to speak low. Suppose that eh... in a church. You are in the church. In the church and your cell phone rings... Aha!!!...in the church. "Ahaa! No... ombe. Estoy en la iglesia ahora. Espérate. Yo te llamo más tarde". Is that polite?

70 - Ss – It is impolite.

71 - L – If you are in the iglesia, No!

72 - T – It is terrible!...

The teacher reminded his students that one should use the language according to the situation and the context because as Larsen – Freeman D. (Ibid) argues that learning to use language forms is an important part of the communicative competence.

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12 – Students, when learning a new language, should receive as much assistance as possible from teachers. Teachers should act as facilitators in setting up communicative activities and as an advisor during those activities. Whether the teacher is attempting to promote communicative competence, he should set up situation to reach this purpose. This is generally gotten when students are working in groups independently. During the class observation process there was not any group work. All the tasks performed in the classroom were individually. Thus, the teacher did not have the chance to assist group work. However, while the students were working individually, some of them asked him for his help, especially with unknown vocabulary. The excerpt below represents this.

Excerpt 20

...

182 – “L – Teacher. What is the meaning of “overweight?””

When L. asked for the meaning of that word, the teacher did not answered verbally. He instead used his hands and his body to represent the meaning of “overweight”. He was a facilitator.

It could be said the same in the speaking turn 65, excerpt 19 above, when Jm. was expressing his opinion about people who use cellular phones in public. He tried to give a complete and appropriate answer but he did not know or remember the exactly word to complement his idea. Therefore, the teacher provided the word

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that he thought Jm. was looking for: "*Impolite*". Once again, the teacher acted as a facilitator as Larsen – freeman, D. (ibid) states.

13 – According to this author, in communicating, students have a choice not only about what to say, but also how to say it. In almost all the activities that were not controlled, the students had the option of what to say, and how to say it. The teacher set the topic, but the students decided what and how to say it. For instance, one of the activities was: "*Think of a real problem and tell it to the class*" Another was: "*One student should say his or her problem, and another should give a solution for it*" The activities were set by the teacher, but the problems and suggestions came from the students. Here there is a brief sample of it.

Excerpt 21

....

106 - ...T – Mc. Your problem, please.

107 - Mc – I'm so tired.

108 - T – Os. Your suggestion.

109 - Os - Relax.

In the excerpt 21 above, Mc. stated his problem: "*I'm so tired.*" And Os. gave him a solution: "*Relax*". Os's suggestion was a command, a simple and straightforward solution.

14 – The language, along with the situations the teacher was interested for his students to learn was introduced in the second stage of the first class observation. The teacher drew a table with some problems and their solutions to be matched. Then, in the third stage, he asked his students to think of a problem to tell the class. Next, in fourth stage, they had to retell the problem to receive a suggestion or solution for it. The teacher asked his students to include in their solutions patterns such these: “*You don’t have to...*” or “*you have to...*” or “*you should...*” or “*you shouldn’t...*” Afterwards, in the fifth stage, the teacher announced they were going to see some modal verbs, especially “*must*” and “*should*”. He urged his students to use them in the new activity. Finally, in the sixth stage of the class, he demanded his students to develop some activities from the book in a written way.

The description above accomplishes another principle suggested by Larsen – Freeman, D. (Ibid). She suggests that the grammar and vocabulary the students learn should be subjected to the function, situational context, and the roles of the interlocutors.

15 – The last principle that Larsen – Freeman D. (2000) suggest to take into account when using the CLT approach is that students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension. The listening activities that were accomplished were based on the audio CD of the book. That is to say, it was far from listening authentic communication. This principle was not observed in any of the classes observed.

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During the class observation process, three series of activities were mainly identified, Controlled activities, Semi-Controlled activities and Free activities. They were used by the teacher to allow students to practice and reinforce the communication skills in the target language. These activities were presented almost in a sequential order. In the first day of class observation and beginning of a new unit, the teacher, first, activated the students' schemata in order to guide not only the comprehension of events and scenes and activities, but also the interpretation of the linguistic representations of those events, scenes and activities as Carrel, P. (1983) assures it should happen. Once the teacher set the mood, he asked his students to match some problems with their solutions presented in a two-column table he had previously drawn on the board. Please read the excerpt 1 below, and the appendix 1 for the complete class observation transcription.

Excerpt 1**Table 15. Matching Exercise**

Problem	suggestion
1 - I'm working 16 hours a day.	A - Don't drink coffee at night.
2 - I can't sleep.	B - Go to the dentist. Don't wait.
3 - My ex-boyfriend is getting married.	C - Don't go to the wedding.
4 - I've had a terrible toothache for weeks.	D - Talk to your boss.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

The teacher asked one of his students (Ms.) to carry out the activity. She limited to perform it as she was required, that is to say, to match them. This kind of activities, according to Cotter C. (n.d.) is controlled, due to the fact that the teacher already knew the answer which the students would produce. In this case there was only one correct response. This activity started in the speaking turn 23 where the teacher explained the activity, and finished in the speaking turn 40 with the teacher's evaluation of the activity: "*Ah yes. Ok.*"

The rest of the class, that is to say, from the speaking turn 41 to the speaking turn 185, and the second class from the speaking turn 3 to the speaking turn 95, the activities developed were Semi-controlled. Here, there was a somewhat increased amount of freedom for the students to express their ideas or opinions. Those activities were Semi-controlled because the teacher could not know or guess beforehand all the specific answers his students would come out with before the activity began as Cotter, C (ibid) states.

From the speaking turn 95 to the speaking turn 155 of the second class observation, again, the activities developed were controlled. The first part of the third class observation process was devoted to completing the first unit observed. All the activities that were developed during that time were semi-controlled. Please, read the class observation 3, from speaking turn 1 to the speaking turn 211, appendix 1.

The first part of the second unit observed was developed in the remaining time of the third class observation, that is to say, from 10:30 to 11:30 A.M. During

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that time all the activities accomplished were controlled. Please, read the speaking turns from 233 to 286, class observation 3, appendix 1. The same it could be said for the fourth class observation because from the speaking turn 2 to the speaking turn 57, the activities that the students developed were based on the student's book, that is to say, controlled because the teacher expected the answers predetermined by the book. The activities corresponding from the speaking turn 63 to 181 were semi-controlled.

The free activities appeared towards the end of the second unit observed. As the class progressed through the content, each type of activity allowed increased amounts of creativity, personal relevance, and experimentation with the language. At the end of the fourth class observation, the teacher demanded his students to prepare a role play in which they were to make use of the vocabulary and topics they had been dealing with during the last fourth classes. Effectively, the students prepare a conversation in pairs to be represented before the teacher in the last class observation. This activity, Free activity came last in the development of the two units. Here the students had complete freedom to chose the language they produced. The teacher could not predict, as Davis, K. M. (Ibid) assures, what was going to be said before the activity began. The students had the greatest opportunity to personalize the language, experiment, and incorporate previously learned vocabulary, grammar, and other points.

4.4. Communicative Language Teaching Categories Analysis

To understand Oral Interaction (OI) in FLC, it is necessary to focus on it (OI), as the central feature in teaching and learning within the classroom based on Brown D. (2007) and some of the chief tenets of Communicative Language Teaching or Approach along with the selected categories. Thus, we have that:

Classroom goals are focused on all the components of Communicative Competence and not restricted to grammar or linguistic competence. Language techniques are designed to engage learner in the pragmatic, authentic, functional use of language for meaningful purposes. Fluency and accuracy are seen as complementary principles underlying communicative techniques. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

These tenets are quite similar to the conception of The British Council for this issue due to the fact that they see the Communicative Language Teaching or Approach as the grounds under which *“learning a language successfully comes through having to communicate real meaning: the intention behind something rather than its literal interpretation”*. They state that *“when learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language”*.

To conduct this enterprise and based on Jacobs and Farrell (2003) eight categories were established to see if they are accomplished in the classes that were observed, video recorded and transcribed. The first out of the eight is:

4.4.1. Learner Autonomy.

Jacobs and Farrell (ibid) assure that if teachers really want their student to become independent, it is important to give learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. In the classes that were observed, the teacher passed from guided learning tasks, to semi-guided learning task to finally reach free learning tasks. The students, at the beginning of each unit, followed the teacher's directions to accomplish the different tasks based on the activities proposed for both the book and the teacher. Then, they had to become a little more independent, and finally, independent. Please have a look at the excerpt 4 below of the class observation 1, appendix 1, of one of the activities that were performed in the class in which the students had to follow the instructions of both the teacher and / or the book:

Excerpt 4

...

19 - T – Ok. Today we will be working on giving some suggestions to some problems. I'm going to write on the board some problems and some suggestions. You have to match the problem to the suggestion. Ok?

20 - L – excuse me teacher. What is suggestion?

21 - T - Suggestion? Who knows what suggestion means?

22 - Ss – In chorus: sugerencia, consejo.

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23 - T – Ok. That's it. It means "sugerencia". Well. Let's continue. The first problem is: **I'm working 16 hours a day.** The second problem is: **I can't sleep.** The next is: *(The teacher started singing tan tan ta ta, tan tan ta ta)* **My ex-boyfriend is getting married.** And finally, the last problem is: **I've had a terrible toothache. A terrible toothache... for weeks.**

And the suggestions are: A- **Don't drink coffee at night.** B- **Go to the dentist... Don't wait... Don't wait.** C- **Don't go to the wedding. Hey. This is your Ex. Your Ex that is going to get married. You are going to be at the church and...**

24 - S – And cry. And cry.

25 - Everybody – Laugh.

...

28 - T – Ms. You read the problem and read the suggestion. Ok?

29 - Ms - I'm working 16 hours a day. Talk to your boss.

30 - T – Excuse me?

31 - Ms - Talk (she reads talk as it is written) to your boss.

32 - Ss - Talk (Ss correct the pronunciation)

33 - T – Don't pronounce "I". say (tok). (tok). Ok? Talk to your boss. Continue, please.

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34 - Ms - I can't sleep. Don't drink coffee at night. My ex-boyfriend is getting married. Don't go to the wedding.

35 - T – Ok. Yeah.

36 - Ms - I've had a terrible toothache for weeks. Go to the dentist. Don't wait.

37 - T- Well. Right. Now...

In the turns 19 to 37, we can notice that the teacher first instructed the students how to perform the activity, copied the examples on the board, and then asked a student to match the sentences. Thus, there is no learning autonomy, but guided learning.

In the excerpt 5 below, there is a little more of autonomy by the students in that they are the ones who decided what language to use. Please read this excerpt of the first unit observed, video recorded and transcribed.

Excerpt 5

...

41 - T – Well, now in two American minutes, two American minutes. You are going to think of a problem. Think of a problem, a real problem that you could have. You are going to think of a real a problem you could have. Real. Ok? Real problem. Not imaginary. Two minutes. Don't write. Just think.

42 - Ss – Thinking.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

43 - T – Ok. Do me a favor, please. Do me a favor. Re-arrange, re-organize the chairs. Like a round table... Hurry up... Quickly...

44 - S – Teacher?

45 - T – Yeah?

46 - S – I'm hungry. Let's have a break.

47 - T – Any question?

48 - S1 – I'm hungry, teacher.

49 - S2 – Me too, teacher. I'm hungry.

50 - T – Later, we'll have a break. Ok. Now in... in four minutes. Exactly four minutes, everybody is going to say his or her problem. Ok? Right? In four minutes. Exactly four minutes. You begin. (teacher pointing at a student).

51 - S3 – I...eh...(inaudible utterances)

52 - T - excuse me? I can hear you. I don't understand you. Please speak loudly.

53 - S3 - I wake up early.

54 - T – I wake up early? Is that a problem?

55 - S3 – Yes. I wake up early... I have sleep.

56 - T – Are you sleepy? Are you sleepy?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

57 - S3 – Yes. I'm sleepy

58 - T - Ok. You, L. What's your problem?

59 - L – I'm hungry.

60 - T – Mt. Your problem.

61 - Mt - Get up early

62 - T – You can't wake up in the morning? That's the problem? Are you a lazy girl?

63 - Mt – Yes.

64 - T – Ok. Let's continue. Teacher pointing at another student.

65 - S4 – (unintelligible sentence)

66 - T – Sorry. I can't understand you. I can't hear you. Repeat please.

67 - S4 - I'm losing weight.

68 - T - Are you losing weight?

69 - S4 – Uh-huh.

...

77 - S6 – I can't sleep.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

78 - T - Ok. Your problem.

79 - S7 – I don't have money.

80 - S8 – I have problems to sleep.

81 - S9 – He has hangover.

82 - S10 – I don't have time to do all that I have.

83 - T - Exactly

84 - S11 – I can't speak Spanish in class.

85 - T – That's a problem. She can't speak Spanish in the English class. Right.
Good.

86 - S12 - I have to study for an exam.

In the turns 41 to 86, we can observe a little more of independence in the sense that the language that student handled was more autonomous. It was more contextualized to their reality and their needs of conveying the message they wanted to because the teacher asked his student to think of and share with the rest of the class a real problem they could have. Thus, when students were demanded to share it, they came out with responses like these: *"I wake up early...I have sleep", "I'm losing weight", "I have problems to sleep", "I don't have money", "I can't speak Spanish in class"*.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

The way how the teacher built scaffolding for his students to become more autonomous may be seen in the excerpt 6 below taken from the class observation 2, appendix 1, of the first unit observed.

Excerpt 6

...

1 - T – Good morning everybody.

2 - Ss – Good morning teacher.

3 - T – Today, we are going to continue talking about your problems and giving some solutions or suggestion. Last class, I asked you to think about your problem and elaborate it a little bit more. Remember? Well, the person I point out should immediately say his or her problem, but you should explain why that is a problem for you. Then, the person I select should give a solution or suggestion. So pay attention to what your partners say. Ok? And think fast in a suggestion. Let's start... uhmm...

4 - T – El. Hi how are you today? Why are you wearing sunglasses?

5 - El – Teacher, I have conjunctivitis.

6 - T – Have you gone to the doctor, yet?

7 - El – No.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

8 - T – Well I think you should visit the doctor and tell him what your problem is. He may recommend you what to do or take.

9 - EI – Ok, teacher. Thank you.

10 - T – Your welcome. Excuse me... would you remind me your name, please?
(Here *the teacher pointing a student with his hand asked his name*)

11 - S – Mi.

12 - T – Mi... tell us your problem?

13 - Mi – No answer

14 - T – Your problem. Can you tell me your problem, please?

15 - Partner – Your problem! (*The partner sitting next to him tried to help both the teacher and his partner by repeating the teacher's questions*)

16 - Mi – No answer

17 - T – Don't you have problems? Well lucky you. Ok. Think about a problem and tell me later. Ok?... Sm., do you have any problem?

18 - Sm – My problem is a workshop of "ecuaciones" and I can't be with my family...

19 - T – You can't be with your family.

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20 - Sm – Yes.

21 - T – Right. Why?

22 - Sm – Because it is Saturday.

23 - T – Where does your family live?

24 - Sm – Eh... What?

25 - T – Where does your family live?

26 - Sm – Live ... in Montelibano

27 - T – In Montelibano. That means you are from Montelibano. Are you here alone?... You are here alone? Or with another...

28 - Sm – With my uncle.

29 - T – Ok. You live with your uncle. Ok. Right. So, this problem has solution, too. So, you should ask the teacher: teacher, I need to travel to Montelibano on Saturday. And the teacher will say...

30 - Ss – Nooo.

In the turns 1 to 30, we can realized that the language that students used was the one they selected and prepared to use in class after having prepared the activity beforehand. Thus, it is feasible to conclude that there was certain

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autonomy from the learners as Jacobs and Farrell (2003) propose to become an independent or autonomous learner on what has to do with the content of learning.

The second category out of eight to be analyzed based on the categories proposed by Jacobs and Farrell (ibid) is:

4.4.2. The social Nature of Learning.

These authors argue that learning is not an individual private activity but a social one that depends upon interaction with others. In most of the activities developed in class predominated Oral Interaction due to the fact that, the teacher constantly asked question to his students or urged other partners to ask and respond the questions posed by them. In the following excerpt, taken from class observation 4, appendix 1, we may see the frequent interaction between teacher and students, and among students.

Excerpt 7

...

T - ...Right... well Eu... you are the first victim today. You are going to tell us, to tell everybody exactly what activities you developed last Saturday and today.

4 - Eu – Last class we made... eh...

5 - T – Excuse me. Pay attention to what Eu. is going to say because I am going to ask you questions about his response. You have to be very attentive.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

6 - Eu – We were reading a reading comprehension about “Megalopolis”...

7 - T – Excuse me what was the reading comprehension about?

The teacher pointed at one student.

8 - S – “Megalopolis”

9 - T – Excuse me? Please speak aloud.

10 - S – “Megalopolis”

11 - T – Yeah. Without fear. Ok. No fear. Ok. Continue. Pay attention to Eu.

12 - Eu – We were reading. Later, we answered the questions.

13 - T - Tell me a question about that reading.

The teacher once again selected another student to answer his request. (Sm)

14 - Sm – What?

15 - Eu - A question about that reading.

16 - Sm – Ah... eh... I remember or... (*Here she pointed to the book*)

17 - T – You can read if you don't remember any question

18 - Sm – Eh...

19 - T – Shhh. Pay attention to her.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

20 - Sm – How can a city be an ugly exciting mess?

21 - T – Excuse me? Repeat again, please.

22 - Sm – How can a city be an ugly exciting mess?

23 - T - How can a city be an ugly exciting mess? What can you say about that?

The teacher chose another student to answer the question. (Mc.)

24 - Mc – eh... what? Excuse me?

25 - Sm – How can a city be an ugly exciting mess?

26 - T - How can a city be an ugly exciting mess?

27 - Mc – eh...

28 - T – Don't you remember? Don't remember?

29 - Mc – No.

30 - T – Ok. You. (Dn)

31 - Dn – Ok. Wait... A city is an ugly exciting mess because there are many constructions, and many buildings, many... many cars... many fast...

32 - T – Very...?

33 - Dn – Very fast. Well the city is many... many...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

34 - T – Many or very...

35 - Dn – Ah. Excuse me very, very... exciting.

36 - T – read another questions. (LM.)

37 - LM – Why will this city be important in the twenty-first century?

38 - T - In the twenty-first century?... Eh... Jr. What can you say...

39 - Jr – Because eh... I think that... eh because... now there are more advance...
eh... and the evolution of the population is eh... with the past of the day is...

40 - T – Increasing. The population is increasing, dramatically.

41 - Jr – Yes. Increasing.

42 - T – Ok... Right... Well... continue. (Eu.)

43 - Eu – Well... we read this... but we didn't finish the activity... eh...

44 - T – Well... you didn't finish the activity last Saturday. So today, you finish it.

In this excerpt, we can say that the students not only learned or built up new vocabulary; employed the correct term and gained a little more of self-confidence but also some values such as respect, tolerance were highlighted from the teacher. It is possible to appreciate it in the turns 4 and 5. When "Eu." made an attempt to talk, but his classmates were not paying attention. Thus the teacher exhorted his students to pay attention to what their classmate (Eu.) was about to say. In the

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turns 8 to 11, the teacher invited another student to speak loudly, without fear because when the teacher asked him what the reading comprehension was about, this student muttered the answer correctly but in his tone of voice there was insecurity. In the turn 39, another student (Jr.) tried to answer the question that another classmate (LM) had posted him. Jr. understood the question, but he was not able to find the word to complete the answer which he had elaborated. Thus, the teacher provided him the word that he thought Jr. was looking for “*increasing*”. When Jr. heard that word accepted immediately and used it. Finally, in turns 31 to 35, a student (Dn.) responded to the question that her previous partner was not able to answer. She was doing well until she misused a term which the teacher realized was wrong. Thus, he questioned her by providing two options: “*many*” or “*very*”? As Dn. heard the options immediately self-corrected and selected the appropriate term to finish her utterance.

In the excerpt 7 above, Oral Interaction played a significant role to make the Social Nature of Learning happen as Jacobs and Farrell (2003) suggest.

The third category out of eight to be analyzed with regard to CLT is:

4.4.3. Curricular Integration.

Jacobs and Farrell (ibid) assure that the connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. In the classes that were observed that connection between different subject matters to which these authors refer to were emphasized most of the time. Please have a look at these excerpts,

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taken from class observations 2 – 3 – 5, appendix 1, respectively, where students use terminology proper of other fields such as Medicine, Ethics and Values, and Geography.

Excerpt 8

...

4 - T – Ei. Hi how are you today? Why are you wearing sunglasses?

5 - EI – Teacher, I have conjunctivitis.

6 - T – Have you gone to the doctor, yet?

7 - EI – No.

8 - T – Well I think you should visit the doctor and tell him what your problem is. He may recommend you what to do or take.

9 - EI – Ok, teacher. Thank you.

Excerpt 9

...

136 - Eu – Hi.

137 - T – Hello, Eu

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138 - Eu – Doctor. I have an inflammation in my glottis. That start with two days. I have headache. But I think it isn't tonsillitis... tonsillitis because I don't ... I don't have high temperature.

139 - T – High temperature. High temperature. Right. Your nose is not running?

140 - Eu – No.

141 - T – No? diarrhea. No diarrhea?

142 - Eu – No

143 - T – No? No nauseas? No nauseas?

144 - Eu – Maybe nauseas.

Excerpt 10

...

188 - L – It is not lack of communication!

189 - T – Excuse me?

190 - L – It is lack of education.

191 - T – Ahh... she says it is not lack of communication. It is lack of...

192 - L –Education.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

193 - T – Lack of education... If you arrive here and you say good morning teacher, I say good morning.

194 - L – Yes! Of course!

195 - T – Of course...If I arrive here, I have to say good morning.

196 - L – Look at my face... And smile!

197 - T – And smile... good morning hahaha... Ok? This is the problem. Well. Gr. Do you frequently visit the doctor?

198 - Gr - Sometimes.

199 - T – What is your opinion about this situation, here? Your opinion about that.

200 - Gr - When I go to the doctor there is bad communication because they don't speak.

201 - T – So, doctors...

202 - Gr - La "receta"?

203 - T – Prescription

204 - Gr - The prescription is not good. And the exams, they don't speak with the sick.

205 - T – They don't speak with the sick. Ok. Gy. What is your opinion?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

206 - Gy – About what?

207 - T – About doctors.

208 - Gy – I think that most doctors are bad, but some ones are good. But some of them don't pay attention to the problem... or look at the face... in front of them

209 - T – Yes. Some are good, of course. But most of them are not really interested in their patients. They are pretty interested in the money, in how many patients I am going to attend today. Yeah? Right?

210 - Gy – Quickly.

Excerpt 11

...

18 - Ms - Where does your family live?

19 - Js - My family is living in Santiago de Chile. I am in Colombia for my studies; I can go to Santiago as soon as I finish my studies.

20 - Ms – I'd love to visit Chile and go to Atacama Desert, I understand that is spectacular.

21 - Js - Yes, I've visited with my family is a wonderful place, which is by the sea. I also know some vineyards, the largest in the world where large quantities of wine are produced.

22 - Ms - Yes, it would be wonderful to know these beautiful places.

23 - Js - Ok, when you travel, you can stay with my family, they will receive you gladly.

In excerpt 8, El. used the term “*conjunctivitis*” in a meaningful and appropriate way to refer to his real health problem. In excerpt 9, Eu. used some specialized terms such as: “inflammation”, “glottis”, “headache”, “tonsillitis”, “high temperature”, to refer to his health problems. The teacher also used terms such as: “diarrhea”, and “nauseas”. Thus, in this part, as it can be observed, there was a link between the English subject and Medicine making of this class an interdisciplinary one as Jacobs and Farrell suggest. In excerpt 11, L. seems to correct the teacher by making a contribution to the class discussion about the doctors’ lack of communication. She said teacher: “*it is not lack of communication... it is lack of education*” which the teacher seems to accept. Besides, he used his student’s contribution to come out with an example about how people should act when arriving in a place. “...*If I arrive here, I have to say good morning*” and once again, L complements her teacher’s example by adding “*look at my face... and smile*”. The teacher immediately accepted this comment and repeated it: “*And smile... good morning ha ha ha...*” Then, the teacher asked two other students their opinions about their previous experiences when visiting doctors. They agreed that doctors do not pay attention to their patients. They do not talk to them as one as patient would like. Thus, in the excerpt 11 above, the English class is not only used to learn the language, but also to use it in real situations that students have experimented, and over all relate it with other subjects such as Ethics and Values.

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In this way, it is possible to say as Jacobs and Farrell (2003) assure that when learning a language, it is necessary to intertwine it with other subject matters of the curriculum, that is to say, curricular integration.

Another example where this curricular integration occurs is in excerpt 12 in which students used terminology of Geography such as “*Santiago de Chile, Chile, Atacama Desert*” In turn 21 of this excerpt, Js. commented Ms that he had already been there, his impression about it and where it is located. “...*I've visited with my family is a wonderful place, which is by the sea*”. Besides, Js told Ms that he had visited other places such as vineyards and showed some general culture when he said that those vineyards were the largest in the world as it can be read in this sentence. “...*I also know some vineyards, the largest in the world where large quantities of wine are produced*”. In this excerpt, it is also feasible to notice that there was a curricular integration with a different subject which allows students to use the language in meaningful ways, with different issues confirming one of the tenets recommended by Jacobs and Farrell (2003) to use the CLT.

The fourth category out of eight is:

4.4.4. Focus on Meaning.

According to Jacobs and Farrell (2003), meaning is viewed as the driving force of learning. Thus, if the message that students have to share is meaningful for them, they will look for the best way and words to convey it having as a result a meaningful interaction. Consequently, students will learn the language in an easier way because meaningful communication should be emphasized in the classroom

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Krashen (1982). Throughout the class observation, it was realized that the teacher, in most occasions, let his students keep going on and on speaking out their messages, even though they made some mistakes. Please read the following excerpts taken from class observation 2, appendix 1.

Excerpt 12

....

35 - T – ...Yeah... Ok. Jr., your problem.

36 - Jr – For example, I was walking or riding bicycle and a motorcycle... past fast... entonces in the corner... eh... the man of the motorcycle kill another and you run...

37 - T – Run away...

38 - Jr – Yes. You run away...

39 - T – Well. That is not a problem. This is a murder...

40 - Ss – Laugh.

Excerpt 13

....

43 - T – ... Ok. Jv., your problem

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

44 - Jv – I don't have any problem...

45 - T – Ah yeah?

46 - Partner – That is a lie. He is a liar.

47 - Jv – Well, I have a problem. Last Saturday... last week I... I was sick. I had eh... Now I am "recuperando"?

48 - T – Yeah. Recovering.

49 - Jv – I'm recovering of that. And I... don't feel good. I feel... I don't have the same power... that I had in the past.

50 - T – Ok. You really have a problem with the teacher. You really have a problem with the teacher. You didn't attend to class on Saturday. So it is a big problem.

51 - Jv – I was sick.

52 - T – So, are you going to give me an excuse, now?

53 - Jv – No. But... I'm going to...

Excerpt 14

....

77 - Sb – Eu. Do you think older people should act their age?

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78 - Eu – I think that they should be eh..... you have for example forty,... you have humm... how do you say “maduro”

79 - Sb - I don't know.

80 - T – Mature.

81 - Eu – You should be mature. You can think in leave home.

The excerpt 12 and 13 above are part of an activity that the teacher was checking about possible problems his students could have. Here, it is feasible to observe that the teacher was more interested in the meaning conveyed by his students rather than the form or accurate grammar or vocabulary they should use. In speaking turn 36, Jr. used the term “*past*” (adjective, noun or adverb) instead of a verb, maybe (pass). Besides, he employed a Spanish word to follow his sequence: “*entonces*”. However, the teacher allowed him to continue, without correcting him. The teacher even made kind of a joke with the situation set out by his student to which everybody laughed. “*Well. That is not a problem. This is a murder...*”

In the speaking turn 44, Jm. manifested not having any problem. However later, in speaking turn 47 he told the teacher his problem: “*Well, I have a problem. Last Saturday... last week I... I was sick. I had eh... Now I am “recuperando”?*” As it can be noticed, Jm did not mention what he had: “... *I had eh...*” The teacher did not ask him what exactly he had. Instead he provided the word Jm. asked for “*recovering*” to complete his idea. “*I’m recovering of that. And I... don’t feel good. I*

feel... I don't have the same power... that I had in the past". In turn 49, Jm. completed his idea, but once again he did not mention what he had. It seems as if he had assumed that he had already mentioned his problem because he said: "*I'm recovering of that*". The teacher played down the importance of this detail. The teacher continued interacting with him by telling him: "*Ok. You really have a problem with the teacher. You really have a problem with the teacher. You didn't attend to class on Saturday. So it is a big problem*" to which Jm. emphasized: "*I was sick*" The teacher kept on: "*So, are you going to give me an excuse, now?*" having as an answer: "*No. But... I'm going to...*"

In excerpt 14, speaking turns 77 and 81 above, there was a similar situation in which Eu. was telling his opinion about the question "*Do you think older people should act their age?*" that his partner Sb. had posed him. Eu., as part of his response, used this sentence: "*...You can think in leave home*". The teacher neither paid attention to the mistake "*think in leave*", nor corrected it.

Thus, it is possible to conclude that the most important for the teacher, in these interactions, was the meaning conveyance rather than the form as Krashen (1982) and Jacobs and Farrell (2003) recommend.

The fifth category out of eight is:

4.4.5. Diversity

According to Gardner H. (1999), people learn in different ways because everybody possesses different learning styles and multiple intelligences. Based on

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this tenet, Jacobs and Farrell (2003) propose **Diversity** as a category to be taken into account in CLT. Nevertheless, neither teacher or learning styles nor multiple intelligences will be examined exhaustively in this paper because they are out of the scope of it. The data obtained during the different class observation showed that the predominant styles used by the teacher were the Verbal – Linguistic and the Social – Interpersonal due to the fact that most of the classes (observed and video recorded), both the teacher and students were speaking and interacting as it can be seen in the different class transcriptions above. There is little evidence to deep in this category.

The sixth category out of eight is:

4.4.6. Thinking Skills

Jacobs and Farrell (2003) propose that language should serve as a vehicle to build up higher-order thinking skills, also known as critical and creative thinking. In language teaching this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom. In some interactions during the class observations, some situations emerged in which it was clearly evident that the use of the language fosters higher-order thinking skills on students. For instance in the class observation 3, appendix 1, the teacher was asking students about what they do when they visit the doctor. Dn. after asking to participate voluntarily and answering some questions to the teacher, made a comparison between doctors in the city of Monteria and the doctors in another city. Please, read the excerpt 15 below.

Excerpt 15

....

156 - Dn – Teacher, “yo” please.

157 - T _ ...Ok. Very well... Dn., when you go to a doctor... well... I mean: when do you go to the doctor, Dn.?

158 - Dn – I go to the doctor when I’m bad.

159 - T – Ok. You go to the doctor because you feel bad. But when you start speaking with the doctor,... what is the first thing you tell him: the illness or the symptoms?

160 - Dn – The symptoms.

161 - T – The symptoms. For example?... Give an example.

162 - Dn – The last night I was in a children’s party and I eat a lot of candies.

163 - T – Ate. Ate because it’s past.

164 - Dn – Ate. Ate a lot of candies. When I feel bad my stomach...

165 - T – Felt.

166 - Dn – Felt bad my stomach, nauseas... uh huh.

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167 - T – After you talk to the doctor...when you speak to the doctor, what does he usually do? The doctor, what does he usually do?

168 - Dn – I hope that the doctor examine me.

169 - T – Excuse me?

170 - Dn – I hope that the doctor examine me. Examine me.

171 - T – Yes. Examine... hum... examine... But the doctor asks you questions?

172 - Dn – Yeah.

173 - T – Yeah?

174 - Dn – A lot of questions.

175 - T – A lot of questions?

176 - Dn – But not here.

177 - T – Not here. Not here in Monteria?

178 - Dn – No questions. Nothing because doctor here in Monteria is bad.

“Acetaminofen”...

179 - Ss – Laugh.

180 - Dn – “Ibuprofeno”...

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181 - T – Hey... hey... hey...

182 - Dn – “Amoxicilin”

183 - T – Hey... hey... hey...

184 - Dn – Aspirin...

185 - T – Hey... hey... hey...

186 - Dn – The doctor here in Monteria.

Facione (1990) quotes the Delphi project to refer to the skills a high-order thinker should possess to take part in any situation. Dn., at least, made use of five out of the six skills proposed by Delphi Project. Here there is a brief description of them:

Interpretation. Dn. comprehended and expressed the meaning or significance of the situations being held because she voluntarily asked to intervene in it: “*Teacher, “yo” please*”

Analysis. She identified the intended and actual inferential relationships among statements and questions to express judgments, experiences, reasons, information and opinions. When the teacher asked her in speaking turn 167: “...*The doctor, what does he usually do?*”, she answered: “*I hope that the doctor examine me. Examine me.*” In this interaction she provided information based on her previous experiences. Later, when the teacher asked her in speaking turn 171: “...*But the doctor asks you questions?*” she took the speaking turns from 172 to

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186 to respond: *“Yeah... a lot of questions... but not here... No questions. Nothing because doctor here in Monteria is bad. “Acetaminofen”... “Ibuprofeno”... “Amoxicilin...” Aspirin... The doctor here in Monteria.”*

Evaluation. Dn. assessed the doctors’ performance both in Monteria and other city by accounting for her perception and experience lived in both contexts. It can be realized it when she comments that doctors ask a lot of questions, but not here. She also assured that the doctors are bad, and made a list of the medicaments they usually prescribe.

Inference. It can be inferred that Dn. has experimented negative situations when visiting doctors (in Monteria). Therefore, she is able to identify and secure elements needed to draw reasonable conclusions coming from her previous experiences to form conjectures and opinions about the service rendered by doctors.

Explanation. In the speaking turns 162 – 166, from the excerpt 15 above, Dn. was able to explain the reason she felt bad was because she had eaten a lot of candies the previous night. Therefore she had stomachache and nauseas. In this way, she stated the results of her reasoning; justifying that reasoning in terms of the evidential and contextual considerations upon which she based. She also presented her reasoning in the form of cogent arguments.

In this excerpt, it is possible to notice that CLT can really serve as a means to develop high-order thinking skills to teach or learn a foreign language as Jacobs and Farrell (2003) assure.

The seventh category out of eight is:

4.4.7. Alternative Assessment

This is another category that Jacob and Farrell (2003) propose to take into account to follow the CLT Approach. They maintain that new forms of assessment are needed to replace traditional written multiple-choice tests and other items that test lower-order skills. The teacher under observation used, in essence, oral interaction through participation or naming students for them to speak out the different activities to assess his students. At the end of the two units observed, students presented a conversation or role-play using the topics dealt in class during that time. In one of the classes observed, class observation 4, appendix 1, the teacher asked the students who had participated in the activities to raise their hands to give them a grade for their participation. Here it is his request:

Excerpt 16

....

58 - T – *“Ok... ok... please raise the hands, raise, raise the hands the students who participated today. The students that I called. Raise the hand. Raise the hand. Hay, raise the hand. Eu., Sm., LM., Mc., Dn., Jr., Pm...”*

At the end of the class observation 4, appendix 1, the teacher instructed his students about the way he was going to assess them. Please, read the excerpt 17 below.

Excerpt 17

....

182 - T – *“For next class I want you to prepare a conversation where you use the topics we have been dealing with during the last classes. You think in a situation in which you put into practice the grammar, vocabulary... etc. This conversation should be prepared in groups of two. You are going to represent to me. Ok? Next class, I am going to take two grades. The first is going to be your performance of the conversation you prepared in advanced, and the second, the second is going to be a written test. So, don’t forget to study. Right? You got it? Or not. I repeat. At the beginning of the class you will be performing, representing, acting the conversation that you have to prepare. Ok? When you finish presenting the conversations, that is, when the last couple finishes representing the conversation, we are going to start the written test. Ok? Right. No problem?”*

183 - Ss – *“Nooooo”*

In the last class observation, the teacher devoted to assessing his students performance of the conversation they had prepared. Here there are some excerpts of the feedback the teacher provided to his students taken from class observation 5, conversations 5, 6 and 7 respectively.

Excerpt 18

....

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49 - Eu – That's it teacher. We finish.

50 - T – Ok. Excellent. You have five. Next...

Excerpt 19

....

32 - T – Ok. Your conversation was ok. But you have to practice a little bit more. I understand the nervous... but it was ok. You have a 4.6 and you, too.

Excerpt 20

....

26 - KI - OK, We'll see you on the 25th.... We finish teacher.

27 - T – Yeah? Ok. Well, the presentation was... ok. But you have to improve some aspects little by little. Step by step. Especially in the pronunciation.

At the end of the two units, the teacher evaluated what his students had learned in a practical, meaningful and coherent way because most of the activities they developed in class were contextualized to their lives and by using oral interaction. The representation of role plays is considered by Jacobs and Farrell (2003) as an alternative assessment to carry out the CLT.

The last category to be analyzed is:

4.4.8. Teachers as Co-Learners

Finally, Jacobs and Farrell (2003) see the teacher as a facilitator who is constantly trying out different alternatives, i.e. learning through doing. The data showed that the teacher who accepted to participate in this endeavor acted as a facilitator most of the time. When the students had any doubt, he tried to sort it out whether it be vocabulary, pronunciation or sentence formation. For instance, in the first class observation, one of his students did not know the meaning of the term: “*overweight*”. Thus, she asked:

Excerpt 21

....

182 - L – “*Teacher. What is the meaning of overweight?*”

The teacher gave the meaning by using body language to represent the meaning of the unknown word to L. There were similar situations in which the teacher used some key words, his hands and / or the classroom to try to make his student to rebuild a sentence. For instance, the excerpt 22, taken from observation 4, appendix 1, exemplified the role of the teacher as a facilitator, too.

Excerpt 22

....

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138 - T – *“Ok. JC. What will you do... attention to me... hay... JC., close the book. Right. What will you do if the teacher, if the teacher doesn't accept that you arrive late to class?”*

139 - JC – *“I will...”*

140 - T – *“Complete. If...”*

141 - JC – *“If you... if you...”*

142 - T – *“Attention. What will you do if the teacher doesn't accept that you arrive late to the class?”*

143 - JC – *“If you doesn't...”*

144 - T – *“If you...”*

145 - JC – *“If you don't accept, I will...”*

146 - T – *“No. No.”*

Here the teacher with gestures, mimic tried to make his student reconstruct the question he posted. The teacher self-pointed to mean “I”. He also showed his watch to mean late. The teacher made kind of a circle to show the classroom. Finally, with this help, JC came out with

147 - JC – *“If you don't accept that I arrive late to the class, I... I...”*

148 - T – *“I will...”*

149 - JC – *“I will go”*

150 - T – *“I will go... where?”*

151 - JC – *“I will go in the house.”*

152 - T – *“Ok. I will go home. Ok? If you don't accept I arrive late to the class, I'll go home. Ok?...”*

In the excerpt above, the teacher acted as a facilitator to help his students to build up vocabulary and also sentence formation accomplishing in this way the last category proposed by Jacobs and Farrell (2003) to appropriately use the CLT.

4.5. Oral Interaction Categories Analysis

In this part of this paper, the framework for understanding Oral Interaction in a Foreign Language Classroom presented in the theoretical framework is used to examine the selected categories that appeared between the teacher and students taking third level of English in a private university. It is examined how both the teacher and the students used the language to communicate.

Thus, the idea in this part is to attempt to examine how the teacher – student interaction occurs and to understand the way in which this interaction shapes the patterns of communication. Therefore, the analysis is limited to transcribed excerpts of actual foreign language lessons. Given this limited data source, both teacher's and students' perceptions of the patterns of communication can only be inferred from what they say and do. Nevertheless, it is hoped to gain an insight into

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how the framework can help teachers to build up an integrated view of communication in foreign language classrooms.

The categories and sub-categories that were taken into account to analyze in this paper are these:

4.5.1. Oral Interaction

The following excerpt was taken from the very beginning of the first class observation. Here the teacher, in the warm up, greeted his students in general by saying “*good morning*” to which his students replied “*Good morning teacher*”. Immediately, the teacher continued greeting some students individually. Opening a space for them to express how they were or felt that day. Please read the excerpt 23 below.

Excerpt 23

1 - T – Good morning

2 - Ss – Good morning teacher

3 - T – Hi Ana. How are you today?

4 - An - I’m fine. Thank you.

5 - T – Hi Pedro. How are you today?

6 - Pd – Good teacher. And you?

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7 - T - I'm pretty well. Thanks for Asking. Hi My. How are you today?

8 - My – Not so good.

9 - T - Why? What's the problem?

10 - My - I'm worried because I have to do a homework and I don't finish.

11 - T – Well you have to take your time and try to finish it on time. Or ask your teacher more time.

12 - My – Yes. Thank you, teacher.

13 - T - Your welcome. Hi Cr. How are you today?

14 - Cr – I have a headache.

15 - T – Haven't you taken an aspirin or something for it?

16 - Cr - No.

17 - T – Maybe you should. Or even better you should go to the doctor.

18 - Cr – Yeah.

19 - T – Ok. Today we will be working on giving some suggestions to some problems. I'm going to write on the board some problems and some suggestions. You have to match the problem to the suggestion. Ok?

20 - L – excuse me teacher. What is suggestion?

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21 - T - Suggestion? Who knows what suggestion means?

22 - Ss – In chorus: sugerencia, consejo.

23 - T – Ok. That's it. It means "sugerencia". Well. Let's continue...

If interaction is understood as an interpersonal activity that *arises during face-to-face communication* as Rod Ellis (1999) refers to it, it is possible to conclude that in the exchange above there is an actual oral interaction. The teacher, in these exchanges, is not worried about evaluating the accuracy of the vocabulary and / or grammar used by his students, or some set patterns of communication. Instead, what he was really looking for was to establish an interaction with his students. It occurred in turn 6 when Pd. answered the teacher's question and immediately formulated a new question to the teacher: "*Good teacher. And you?*" it happened again when the teacher asked My. and Cr. how they were that day. They answered by using real information. They expressed their problems. For instance, My. said: "*Not so good*". Thus, the teacher was obliged to ask for the reason of her problem, having as a result a new interchange of communication: "*I'm worried because I have to do a homework and I don't finish*". Then the teacher gave a couple of advices to her to finally receive her acknowledgments and close the interaction. The same pattern emerged in the conversation with Cr. Therefore, the teacher had the chance to keep the conversations going on and on in an unrehearsed context as Brown D. (2007) suggests.

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In this excerpt, it is also possible to observe in turn 20 an unprepared participation of a student when she asked for the meaning of a word: "*excuse me teacher. What is suggestion?*" L decided to initiate a question, to take control to start the interaction, and to self select when to participate. The teacher decided not to answer straightaway her question, but let her classmate to provide the answer. In this way, according to Johnson K. (1995), the social participation could take place to foster language learning.

Another sample of oral interaction is presented in excerpt 24, taken from class observation 4, appendix 1. The topic students were dealing with in the class that day was "First Conditional". The teacher required his students to think of a situation in which they should use the topic of the class and prepare a question to formulate it to one of their classmates. The students took around five minutes to prepare the question. The teacher did not nominate any student to start the task, but he asked a volunteer. This activity was developed like a chain drill activity. One student selected another to ask the question. Once the selected student answered the question, he / she asked another student a question, who was expected to answer it. The latter student asked his / her question and selected another one. The activity went on and on in the similar way. Here some extracts of this activity are:

Excerpt 24

....

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164 - T – *“...Ok. Pretty well. Right. Now please, attention. Pay attention. Now, you in two minutes, in two American minutes, you are going to think in a question. You think in a question... what will you do if...such... and such and such... Ok? In two minutes. Don't write anything. You don't need to write.”*

165 - T – *“Ok. The time is over. I want a volunteer to start asking his or her question. I am not going to pick up any student in particular. I want you to participate voluntarily. Ok?... Don't be afraid of speaking or participating. Right? The idea is: one student selects another student and formulates his or her question. The other student should answer it. If you don't understand the question, you can say: excuse me, can you repeat? Or repeat again, please. Is it clear or not? No problem?”*

166 - Ss – *“No problem... teacher.”*

167 - T – *“Ok. So let's start. Who is the first? Who wants to begin... any volunteer?”*

168 - S – *“Me teacher.” (L.)*

169 - T – *“Ok. L. Go ahead.”*

170 - L – *“Excuse me... DI... DI... What will you do if... if you... you see your girlfriend with another?”*

171 - DI – *“Oops... eh... If I see my girlfriend with another, I will... hum... say bye baby.”*

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172 - Everybody – *“Laughed”*

173 - DI – *“Sm... What will you do if... your... you win the lottery?”*

174 - Sm – *“... If I win the lottery?...”*

175 - DI – *“Yes.”*

176 - Sm – *“... If I win the lottery, I will travel... a lot... Excuse me... Jm... Jm...
What will you do if you... forget the birthday of your girlfriend?”*

177 - Jm – *“She will be very “guapa”*

178 - T – *“You mean disgusted?”*

179 - Jm – *“Yes, teacher. Thank you. Disgusted.”*

180 - Sm – *“But you.”*

181 - Jm – *“Ah me?... well I will say I am sorry.”*

...

The substantial amount of student talk versus teacher talk in this excerpt is considerable. It suggests that the teacher was exerting less control over the patterns of oral interaction. He opened a space for his students to think and prepare a question to be posed and answered. In this way, student - student interaction may play, as Johnson K. (1995) affirms, an essential role not only in shaping the patterns of communication in foreign language classroom, but also in

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generating opportunities for students to use the language continuing with Krashen (1982) in a meaningful way.

In this excerpt, it is also found what Allwright and Bailey (1991) call a successful interaction in the classroom because there is sort of a coproduction that involves everybody coping with at least five different aspects at the same time, all the time. For instance, first, the turn distribution is clearly stated. The teacher asked for a volunteer, so L. volunteered. Then, L. selected DI. to continue. DI. named Sm. Finally, Sm. chose Jm. Second, everybody was tuned with the topic: "...*What will you do if... if you... you see your girlfriend with another?*" DI's answer to L's question was "*Oops... eh... If I see my girlfriend with another, I will... hum... say bye baby.*" Third, students knew what to do with his / her speaking turn: "... *If I win the lottery?...*" Sm. in turn 74 used it to have a little more of time to elaborate her answer. She also used her opportunity to speak (turn 180) to have Jm. answer what he had actually been asked by using a short phrase: "*But you?*" Fourth, there was a friendly and unstressed atmosphere when developing the activity. "*Excuse me... DI... DI... What will you do if... if you... you see your girlfriend with another?*" L's question provoked surprised. But DI answered uncomplicatedly: "*Oops... eh... If I see my girlfriend with another, I will... hum... say bye baby*" which made his classmates laugh. Finally, almost everybody used the target language to accomplish the task. Except for the word used in the mother tongue by Jm in turn 177: "*She will be very "guapa"*" to mean angry or furious.

The next category to be taken into account is:

4.5.2. Negotiation of Meaning

The following excerpt was taken from class observation 1, appendix 1. In this activity, the students should share a problem to receive suggestion from another classmate selected by the teacher.

Excerpt 25

....

130 - T - Your problem. Listen to W... W's problem.

131 - W – I wake up early. I wake up early.

132 - T – Wake up early. He says that his problem is that he wakes up early. I consider that it is not a problem but for him yes it is. But... ok the suggestion. Ch.

133 - Ch – I don't listen.

134 - T – You don't understand? Ok. Ask him. Ch, ask him.

135 - Ch – Repeat.

136 - W – *"I wake up early."*

137 - Ch – *"You should sleep more in the afternoon."*

138 - T – *"In the afternoon?"*

139 - Ch – *"No. No. In the night."*

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140 - T – “*In the night?*”

141 - Ch – “*No. No. At night.*”

142 - T – “*At night. At night...*”

Ch, in turns 137 and 139, made some mistakes. In the first speaking turn, she used the term “*afternoon*” instead of “*night*”. Then after the teacher’s questioning, she self – corrected and changed the utterance: “...*in the afternoon*” for “*No. No. In the night*” Once again, the teacher questioned her. Thus, she self – corrected once again in turn 141, to come out with: “*No. No. At night*”.

Excerpt 26

The excerpt 26 was also taken from class observation 1. The students were expected just to express a problem.

....

73 - S6 - (unintelligible sentence).

74 - T – “*I don’t hear. I don’t understand. Repeat.*”

75 - S6 - “*Dormi..*”

76 - T – “*No Spanish. No Spanish.*”

77 - S6 – “*I can’t sleep.*”

78 - T - "Ok."

The student 6 in turn 73 spoke out his problem in the target language, but it was difficult to understand. Therefore, the teacher asked him to repeat it. He made a new effort to explain his problem, although in Spanish. Thus, the teacher interrupted him by saying: *"No Spanish. No Spanish"* To finally get him to say: *"I can't sleep."* In excerpts 25 and 26 is confirmed what Schegloff, Jefferson and Sacks (1977) and on Hatch's (1978) maintain that "... *students can learn a second language, in this case a foreign language, through the process of interacting rather than just manifesting what they have already learned in interaction*". (Ellis, Rod 1999, p3).

Both Ch. and S6 corrected the impasses that arose when interacting with a partner or the teacher. In the first case, Ch. modified her first utterance by replacing the term afternoon for night. Then, she made use of the appropriate preposition. In this excerpt, it is also possible to observe what Long (1980) calls interactional modifications. When the teacher asked her, in speaking turn 132, to give a solution or suggestion to W's problem, she said: *"I don't listen"*, Ch. changed the structure of the conversation to accommodate her potential or actual problem of understanding.

The next category to be examined is:

4.5.3. IRF Exchange

To examine how the typical IRF exchange is carried out, two excerpts are presented below. The first was taken from the class observation 2. The students were presented an activity in which they were expected to complete with the missing information when listening to the CD. The teacher played the CD three times in order for students to be able to complete the activity. When students finished completing the task, the teacher verified it by asking for some volunteers to read it out.

Excerpt 27

....

95 - T – *“...Well now, we are going to do a listening. What you are going to do is page 62 – 63. I am going to play the CD and... in the first time, the first time that you listen you are going to complete... you complete the information. You fill the gaps. You fill in the gaps. Ok. Here we go...”*

96 - T – *“Ok. Now we are going to complete the information. Any volunteer? Ok. Go ahead, Mo.”*

97 - Mo – *“Live abroad.”*

98 - T – *“Ok. Live abroad.”*

99 - Mo – *“Write poetry.”*

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100 - T – “*Write poetry.*”

101 - Mo – “*Act your age.*”

102 - T – “*Excuse me?*”

103 - Mo – “*Act your age.*”

104 - T – “*Act your age.*”

105 - Mo – “*Take responsibility for your fault.*”

106 - T – “*Ok.*”

107 - Mo – “*Have to be cruel to be kind.*”

108 - T – “*Have to be cruel to be kind. To be cruel to be kind. Right.*”

109 - Mo – “*Stop being silly.*”

110 - T – “*Ok. Stop being silly.*”

111 - Mo – “*Stay in bed.*”

112 - T – “*Stay in bed. Yes.*”

113 - Mo – “*Take your time.*”

114 - T – “*Take your time. Ok.*”

115 - Mo – “*Don't know...*”

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116 - T – “*Excuse me?*”

117 - Mo – “*Don’t know...what... you...*”

118 - T – “*Don’t know... what you’ve missed. Ok.*”

119 - Mo – “*Don’t know what you’ve missed.*”

120 - T – “*Right.*”

121 - Mo – “*Give up your job.*”

122 - T – “*Give up your job. Give up your job.*”

123 - Mo – “*Have a talk with someone.*”

124 - T – “*Is it ok?*”

125 - Ss – “*Yeah.*”

126 - T – “*It’s ok...*”

Most of the teacher – student interaction in this activity followed the IRF interactional sequence Van Lier (1996). The IRF began with a teacher initiation, followed by a student response, and then the teacher’s evaluation of that response. Of course, it is totally under teacher’s control. In this excerpt, the teacher’s feedback depended on whether he understood the student’s responses, or not. If the teacher did not understand his student’s response, he just limited to say “*Excuse me?*” in order for his student to speak it out loudly or repeat it. This

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occurred in speaking turns 102 and 116. These phrases acted as an evaluation because they indicated to his student that his responses were not correct or ununderstandable. Thus, he had to repeat it. Most of the responses were correct due to the fact that the teacher repeated every answer his student provided. Once the teacher had confirmed his approval by repeating the answer, his student could continue. It occurred in speaking turns 98, 100, 104, 108, 110, 112, 114, 118 and 122. A variation of the teacher's evaluation or feedback was when he used expressions like these: "ok", "right" and "yes" in turns 106, 108, 112 and 120. At the end of the activity, the teacher asked to the class if the responses provided by their classmate were correct: "*is it ok?*" to which students respond: "*Yeah.*" And finally, the teacher confirmed his students' evaluation: "*It's ok...*"

Unfortunately, in this activity of exchange process, all the teacher's moves were of evaluation, but not of reply to what his student have said similar to what Barnes found in 1976. However, IRF becomes successful only if it is intended as a way of "Scaffolding Interaction" containing evident endeavors to promote handover, so that students can grow out of IRF whenever the opportunity arises Van Lier (ibib)

It is demanding to clarify that the way in which the teacher organized these pattern of communication depended on the pedagogical purpose of the lesson. This task of vocabulary building was to be followed by a speaking activity in which students were expected to use some of it.

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The second excerpt to be examine in terms of IRF was taken from the third class observation. In this activity, the teacher was pretending to be a doctor and his students were treated as his patients not as his students.

Excerpt 28

....

1 - T – *“...Well now let’s continue with the next activity. But before that please make a round table... Ok. Now let’s suppose you are sick and visit the doctor. The doctor it’s me. You should tell me your problem and I’ll give you a piece of advice, ok? Forget that I’m your teacher. Now I’m your doctor. So let’s start. Angie, what’s your problem?”*

2 - Ag – *“I have a sore throat.”*

3 - T – *“Sore throat?”*

4 - Ag – *“Yes. A sore throat. My glands are swa... swallowed.”*

5 - T – *“Your glands are swallowed?”*

6 - Ag – *“Yes. I have a temperature, fever.”*

7 - T – *“You have a high temperature. A high temperature. That is why you have fever. That’s it?”*

8 - Ag – *“Yes.”*

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9 - T – *“Maybe it is a virus... virus. You have to rest, to rest, and drink a lot of water... and take an aspirin. It’s simple. It is not complicated. But you have to stay in bed for two days, two days. Don’t come to English class. Ok. El!”*

10 - El – *“I can’t see.”*

11 - T – *“He can’t see.”*

12 - El – *“Hi doctor. I’m pretty sick. Can you help me?”*

13 - T – *“Yep.”*

14 - El – *“I have a little problem in my eyes.”*

15 - T – *“I see that you are wearing glasses... sunglasses...today.”*

16 - El – *“I’m flu, and pain in all my body.”*

17 - T – *“Ok. So all your body aches. All your body aches.”*

18 - El – *“I am stressed for my throat because I don’t sleep... and I don’t drink alcohol and nothing. I am a person active and I like play... I like playing golf every weekend and...”*

19 - T – *“Yes. Yes. Yes. You have a problem. Hey L. don’t worry. So I want to know what’s the matter with you. What’s the problem that maybe you have right now. So, as I can see you have a problem with your eyes. It is a virus that has contaminated. So, I am going to give you a prescription. You have to use some*

drops. Understand? Drops, ok? In order to clear... for clearing your eyes. Right? Well. Very well...

In this excerpt, there is also a clear pattern of the IRF exchange. That is to say, there is a teacher's initiation, followed by a student's response, and a teacher's feedback or evaluation. This evaluation or feedback served as a new initiation to obtain a new response from his students. Thus, the last stage of the IRF is not for merely rating students' correct or incorrect responses as it was found in the previous excerpt; or as Barnes found in his study of 1976. But as Van Lier (1996) suggests that the IRF should serve: as a way of "*Scaffolding Interaction*" because it contains apparent endeavors to encourage autonomy, so that students can grow out of IRF whenever the opportunity arises Van Lier (ibid). Besides, the IRF exchange must be helpful to expand students' interaction. This is evident from turns 3 to 9. The teacher asked: "*Sore throat?*" to which Ag. confirmed it and expanded her response: "*Yes. A sore throat. My glands are swa... swallowed.*" Then, in turn 5 the teacher repeated her last statement: "*Your glands are swallowed?*" Ag. responded "Yes" and added extra information "*I have a temperature, fever*" which served the teacher to come to the conclusion that that was the reason "*why she had fever.*" Ag. confirmed the doctor's (Teacher's) assumption. Here the last stage of the IRF exchange switched because who evaluated was Ag.: "Yes."

In the IRF exchange with El., there is a real interaction because El. was really sick. He had conjunctivitis. Thus, he told the teacher how he felt and the symptoms he suffered. In every exchange, El. added new information as it can be

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seen in the turns 10, 12, 14, 16 and 18 performing the classroom interaction as a means of acting reciprocally, acting upon each other where interaction was constantly modified by the role taken by participants, Ann Malamah (1991).

Based on the data, it can be concluded that the entire interaction was meaning focus Johnson K. (1995). Both the teacher and the student freely contributed to the interaction. They seemed comfortable in the exchange of information and following the sequence. For instance, in turn 12, El. told the teacher: *"Hi doctor. I'm pretty sick. Can you help me?"* The teacher answered with a simple *"Yep."* Then, in turn 15, the teacher continued with: *"I see that you are wearing glasses... sunglasses...today."* The interaction kept going on and on until the final suggestion was reached.

Van Lier (ibid) indicates three dimensions of the IRF in order to judge its place in education. First, in terms of its conduct, the IRF exchange can be initiated in two different ways. Thus, the next category to be examine is:

4.5.3.1. IRF in Terms of Conduct

The IRF in terms of conduct can be initiated in two ways:

4.5.3.1.1. General, unspecific elicitation

A question is asked to the whole class or hoping a volunteer to answer it.

The following excerpts were taken from class observation 2, appendix 1. In the first, the teacher was trying to clarify the concept of a term. He provided

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examples in the target language, as well as in the mother tongue. In the second, the purpose of the activity was to verify a listening task.

Excerpt 29

....

62 - T – Ok. Let's talk about the questions you were thinking and reflecting. Sb., can you help me please?. Come here. You are going to select some classmates and ask them the question we have on page 63. The person or persons that Sb. selects should answer the question. Right?... You got it?... Or not? So, Sb., start!

63 - Sb – *"Jm., what do you think about people who usually use cellular phones in public?"*

64 - Jm – *"I think that people use cell phones in public are very... eh..."*

65 - T – *"Impolite?"*

66 - Jm – *"...I don't remember."*

67 - T – *"Is it ok... is it polite to talk... for example, if I receive a call now... is it polite..."*Aha bueno. Entonces mija. Y ya... que va a preparar de almuerzo? No si 'ombe. Eche.. aha. No yo compro la yuca ahora. Bueno pero nos vemos más tarde". *Is that polite?"*

68 - Ss – *"Nooo"*

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69 - T – “So, there are many people who do that. They are speaking by cell phone... and they are practically talking with the rest of the people. That is not polite. If you are going to have a private conversation, go out and try to speak low. Try to speak low. Suppose that eh... in a church. You are in the church. In the church and your cell phone rings... Aha!!!...in the church. “Ahaa! No ‘ombe estoy en la iglesia ahora. Espérate, yo te llamo más tarde”. Is that polite?”

70 - Ss – “It is impolite.”

71 - L – “If you are in the “iglesia”, No!”

In this excerpt, in turns 67 and 69, the teacher asked in general terms, that is to say to the whole class, if the behavior exemplified by him was appropriate or not. In turns 68 and 70, his students responded in chorus: “no” and “it is impolite”, respectively. Immediately, another student, in turn 71, replied: “If you are in the “iglesia”, No!”

In this brief interaction, the two possible cases set out by Van Lier (1996) of how a general elicitation can be accomplished to conduct the IRF gathered together. That is to say, both the whole class, and a volunteer responded to the teacher’s request.

Excerpt 30

....

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96 - T – *“Ok. Now we are going to complete the information. Any volunteer? Ok. Go ahead, Mo.”*

97 - Mo – *“Live abroad.”*

Here the teacher asked just for one volunteer to carry out the activity. Thus, once again, it was reached what Van Lier (ibid) proposes how the general or unspecific elicitation should occur.

4.5.3.1.2. Specific, personal elicitation

This was the most frequent way how the teacher conducted the IRF exchange in his classes. A question was asked before or after nominating a student to provide the answer. Please read the excerpts below to identify those patterns.

Excerpt 31

....

50 - T – *“...Ok. Now in... in four minutes. Exactly four minutes, everybody is going to say his or her problem. Ok? Right? In four minutes. Exactly four minutes. You begin. (teacher pointing at a student with his finger).”*

51 - S3 – *“I...eh...(inaudible utterances)”*

52 - T - *“excuse me? I can hear you. I don’t understand you. Please speak loudly.”*

53 - S3 - *“I wake up early.”*

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54 - T – *“I wake up early? Is that a problem?”*

55 - S3 – *“Yes. I wake up early... I have sleep.”*

56 - T – *“Are you sleepy? Are you sleepy?”*

57 - S3 – *“Yes. I’m sleepy”*

58 - T - *“Ok. You, L. What’s your problem?”*

59 - L – *“I’m hungry.”*

60 - T – *“Mt. Your problem.”*

61 - Mt - *“Get up early”*

62 - T – *“You can’t wake up in the morning? That’s the problem? Are you a lazy girl?”*

63 - Mt – *“Yes.”*

64 - T – *“Ok. Let’s continue. Teacher pointing at another student.”*

65 - S4 –(unintelligible sentence)

66 - T – *“Sorry. I can’t understand you. I can’t hear you. Repeat please.”*

67 - S4 – *“I’m losing weight.”*

68 - T – *“Are you losing weight?”*

69 - S4 – “*Uh-huh.*”

70 - T – “*You.*”

71 - S5 – “*I’m tired.*”

Excerpt 32

....

26 - T – “*...And the other suggestion is: D- **Talk to your boss.** Don’t be afraid. If you work 16 hours, talk to your boss. It is too much work. On the contrary, on the contrary you will be sick. But, on the other side, if you talk to your boss, he might say “go away. We don’t need you any more”.*

So, Ms., you. You are going to match both problems and suggestions. One suggestion matches with or corresponds to a problem.”

27 - Ms – “*One and D.*”

28 - T – “*Ms. You read the problem and read the suggestion. Ok?*”

29 - Ms – “*I’m working 16 hours a day. Talk to your boss.*”

In the excerpt 31, the teacher first explained the activity. Then, he nominated the students he wanted to provide the requested information. In this excerpt, the teacher selected the students in three different ways. One of them was

pointing with his finger to the student, turns 50 and 64. Another was by the student's name, turns 58 and 60, and the last by saying: "*you*", turn 70.

In the excerpt 32, there was a little variation. The teacher explained, in general terms the task. Then, he nominated a student: "...*So, Ms., you...*" and immediately, he explained exactly what she was expected to do "*You are going to match both problems and suggestions. One suggestion matches with or corresponds to a problem.*" In both excerpts, it is accomplished the two ways of how the specific or personal elicitation of the IRF can be conducted. That is to say, first, the question is asked and then a student is nominated; or first a student is selected and then the instruction or question is posed as Van Lier (1996) suggests.

4.5.3.2. IRF in Terms of Response Function

In terms of response function, the IRF format, according to Van Lier (ibid), can be used at least in four ways:

4.5.3.2.1. Repetition

The most common pattern observed in terms of repetition was when the teacher asked his students to repeat something because there were mispronunciations; their utterances were unintelligible, or because they made some grammar errors. Please, read the following excerpts.

Excerpt 33

....

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28 - T – “...*Ms. You read the problem and read the suggestion. Ok?*”

29 - Ms – “*I’m working 16 hours a day. Talk to your boss.*”

30 - T – “*Excuse me?*”

31 - Ms – “*Talk (she reads “talk” as it is written) to your boss.*”

32 - Ss - “*Talk (Ss correct the pronunciation)*”

33 - T – “*Don’t pronounce “l”. say (tok). (tok). Ok? Talk to your boss. Continue, please.*”

Excerpt 34

....

64 - T – “...*Ok. Let’s continue. Teacher pointing at another student.*”

65 - S4 –(unintelligible sentence)

66 - T – “*Sorry. I can’t understand you. I can’t hear you. Repeat please.*”

67 - S4 – “*I’m losing weight.*”

68 - T – “*Are you losing weight?*”

69 - S4 – “*Uh-huh.*”

Excerpt 35

....

123 - T – “... *Your problem. Pointing out another one.*”

124 - S7 – “*I don’t money.*”

125 - T – “*I don’t money?*”

126 - Ss – “*I don’t have money.*”

127 - S7 – “*I don’t have money.*”

128 - T – “*I don’t have money. I don’t have money.*”

In the excerpts above, the students were developing, first, a matching activity and second, speaking out a problem which they had been requested to elaborate. Ms., in the speaking turn 29, provided the right answer. However, she mispronounced the word “*talk*”. Thus, the teacher said “*excuse me*” as a strategy to have her repeat the sentences. Ms. repeated the sentences with the same mispronunciation problem. This time, her classmates corrected her. Finally, the teacher told her: “*Don’t pronounce “I”. say (to:k). (to:k). Ok?*” and provided the appropriate pronunciation, “*Talk to your boss*”. In the excerpt 34, the teacher requested one of his students to repeat her utterance because it was inaudible. And in excerpt 35, in speaking turn 124, a student made a grammatical error when providing the answer to the teacher’s request: “*I don’t money.*” to which the teacher reacted repeating: “*I don’t money?*”, speaking turn 125. Here, once again, his

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classmates produced the correct utterance. Then, the student reproduced it, speaking turns 126 and 127 respectively. Finally, the teacher repeated it twice. In this part, the IRF in terms of response function is form focused instead of meaning focus Johnson K. (1995) as Van Lier (ibid) suggests.

4.5.3.2.2. Recitation

The most evident data that represents this patten is the one in which the teacher asked his students to prepare and represent a conversation by using the topics studied during the two units observed. Below there is a sample of one of those conversations prepared by students. There are other samples in the class observation 5, appendix 1.

Excerpt 36

....

1 - T – *“Well. Remember why you stay here. I’ll explain. You prepared a conversation. You speak and I can participate in what you are speaking.”*

2 - Mc – *“Usted participa...”*

3 - T – *“Yes... Remember no Spanish. It isn’t permitted. Remember that everything must be in English. If you have a question for me it must be in English because if you speak in Spanish I will reduce your grade. Ok?”*

4 - Mc – *“Nos reduce la nota?”*

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5 - T – *“You are using Spanish. It is in English... Ok. Start.”*

6 - Kt – *“Hello Maurico, good morning.”*

7 - Mc – *“Good morning Kt. How are you?”*

8 - Kt – *“I’m fine, and you?”*

9 - Mc – *“Fine, thanks.”*

10 - Kt – *“Mc., what do you have to do today?”*

11 - Mc – *“I have to go to University because I have English exam, and you, what do you have to do today?”*

12 -Kt – *“I have to go to the work of my mother, and it’s very hard.”*

13 - Mc – *“Mmm, and what is her job?”*

14 - Kt – *“She is lawyer, and she should talk with her boss because she work’s all the day.”*

15 - Mc – *“I think that she should going of vacations.”*

16 - Kt – *“Yes, I think the same.”*

17 - Kt – *“And, How are your family?”*

18 - Mc – *“They are good, but my father have diarrhea.”*

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19 - Kt – *“And, He was to the doctor?”*

20 - Mc – *“No, he was not to the doctor, he don’t have time, he work’s all the day.”*

21 - Kt – *“Ok, I have got to go the work of my mother.”*

22 - Mc – *“Ok, call me as soon as possible, I’ll go to study in the house of Andres.”*

23 - Kt – *“Good, in the night look for me, and we can talk about of the English exam.”*

24 - Mc – *“Ok, bye.”*

25 - Kt – *“Bye, bye.”*

According to Van Lier (ibid) the IRF in terms of Response Function, the Recitation occurs when learners are required to (re)produce previously learned material from memory. In the excerpt 36, it is feasible to notice that they learned the conversation by rote to be able to reproduce it in front of the teacher. Besides, when the couples finished presenting the activity, they were asked what strategy they used to learn the conversation to which they agreed that it was necessary to learn it by heart.

4.5.3.2.3. Cognition

During the different class observations, there were some instances in which the teacher asked his students to think about a situation, and then express their opinions or thoughts about it. Please, read the following excerpts.

Excerpt 37

....

41 - T – *“Well, now in two American minutes, two American minutes. You are going to think of a problem. Think of a problem, a real problem that you could have. You are going to think of a real a problem you could have. Real. Ok? Real problem. Not imaginary. Two minutes. Don’t write. Just think.”*

...

50 - T – *“... Ok. Now in... in four minutes. Exactly four minutes, everybody is going to say his or her problem. Ok? Right? In four minutes. Exactly four minutes. You. Begin.”*

Excerpt 38

....

92 - T – *“Well. Now, you have to think about what you have said. About your problem. Now, the students that I point out first express his or her problem. The students that I point out second... secondly give a suggestion for the problem. For example, If Sm. sais... eh... for example: “I can’t sleep”, you have to say: “You don’t have to...” or “you have to...” or “you should...” or “you shouldn’t...” Do you understand? Got it or not?”*

93 - Ss - *“Yes.”*

94 - T – *“Ok. Let’s see...”*

95 - S11 – *“I can’t speak Spanish in class of English.”*

96 - T – *“Laughing... Ok. Well. Suggestion.”*

97 - S7 – *“You have to try to talk more English. You have to speak in English and forget Spanish.”*

In excerpt 37, speaking turn 41, the students were given some time to think about a problem then tell it to their classmates. Once the time was over, the teacher gave the final instruction of how to develop the activity, speaking turn 50.

With these instructions, the teacher asked his students to think of a real situation, then, tell it to the class accomplishing what Van Lier (ibid) proposes that students should be asked to think then utter those thoughts. Nevertheless, for the next part of the activity, that is to say, when the students were expected to give a suggestion for a partner’s problem, excerpt 38, they were not given time to think about the possible suggestion. They were expected to give it as soon as they heard the problem. Thus, they had to think fast and respond immediately to the situation exposed.

4.5.3.2.4. Expression

Van Lier (ibid) suggests that students should be invited to convey their ideas more clearly or accurately. In the class observations, there were few situations in

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which the teacher asked his students to elaborate a little bit more about their ideas.

Nevertheless, here there is a sample of one of those few situations.

Excerpt 39

....

130 - T - *“Your problem. Listen to W... W’s problem.”*

131 - W - *“I wake up early. I wake up early.”*

132 - T - *“Wake up early. He says that his problem is that he wakes up early. I consider that it is not a problem but for him yes it is. But... ok the suggestion. Catherine.”*

133 - Ch - *“I don’t listen.”*

134 - T - *“You don’t understand? Ok. Ask him. Ch., ask him.”*

135 - Ch - *“Repeat.”*

136 - W - *“I wake up early.”*

137 - Ch - *“You should sleep more in the afternoon.”*

138 - T - *“In the afternoon?”*

139 - Ch - *“No. No. In the night.”*

140 - T - *“In the night?”*

141 - Ch – “*No. No. At night.*”

142 - T – “*At night. At night.*”

In this excerpt, Ch. did not listen to W's problem. Thus, she told the teacher who recommended her to ask W., not to him. As consequence, she demanded: “*Repeat.*” Then, when she gave him her advice, she misused a phrase. Therefore, the teacher questioned her by repeating her mistake: “*In the afternoon?*” Ch. immediately realized her misuse of the term and corrected it: “*No. No. In the night.*” This time, she made a grammar mistake to which the teacher inquired: “*In the night?*” Once again, she self corrected: “*No. No. At night.*” Finally, the teacher positively evaluated her correction by repeating: “*At night. At night.*” In this way, the teacher got his student to convey her ideas, in this case in particular, more accurately, Van Lier (1996)

4.5.3.3. IRF in Terms of Pedagogical Orientation

The IRF in terms of pedagogical orientation can be discriminated in two broad orientations:

4.5.3.3.1. A Display or Assessment Orientation

According to Van Lier (1996) in this orientation, students should demonstrate what they have learned to be evaluated. In the class observations, there were two clear cases where the teacher assessed his students. The first situation was when the teacher graded his students' participation. Please, read the following excerpt.

Excerpt 40

....

58 - T – *“...Ok... ok... please raise the hands, raise, raise the hands the students who participated today. The students that I called. Raise the hand. Raise the hand. Hay raise the hand. Eu., Sm., LM.I, Mc., Dn., Jr., Pm. Ok.”*

The second situation was the students' performance of the conversation. The following excerpts, taken from the last class observation and the conversations 3, 5 and 6 transcribed above, show these situations.

Excerpt 41

1 - T – *“Good morning.”*

2 - Ss – *“Good morning teacher.”*

3 - T – *“Ok. Listen. What we are going to do today is as I told you last class. First, I'm going to call couple by couple. The couple sits with me and tells me, represents the conversation. And when everybody finishes, immediately, immediately we'll begin the written test. That means if you finish early, you will go home early, too. So, I'm going to call two students. The rest should be out. But wait a minute... Kt. and her couple... the rest out of the classroom.”*

Excerpt 42

....

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35 - T – Ready? Ok. The conversation was ok. It was ok. But you have to correct some little problems. You have to check a little the grammar. For example you don't say: "I think nothing" instead, you may say I haven't thought of anything, yet. "...travel a Cartagena city" but travel to Cartagena. "...I tell with my father for that lend me the car" I suppose you mean that you want to ask your father's car. So you may say "I am going to talk to my father to borrow him his car" another expression was... eh... "...everything are in ruler". You say "everything is in rule" not ruler. Well. Those were some of the mistakes. But in general terms, your conversation was understandable. Good. Now, can you please call Ms. and her partner, please?

Excerpt 43

....

50 - T – Ok. Excellent. You have five. Next...

Excerpt 44

....

32 - T – Ok. Your conversation was ok. But you have to practice a little bit more. I understand the nervous... but it was ok. You have a 4.6 and you too.

In the excerpt 41, the teacher set the conditions under which the assessment activity was going to be carried out. In the excerpt 42, the teacher offered his students a feedback. He corrected some inaccurate sentences and he also suggested some expressions they could use. And in excerpts 43 and 44 besides

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giving his students a qualitative assessment, the teacher graded them quantitatively based on his students' display of learning or knowledge. In this way, the Evaluation Orientation of the IRF in terms of Pedagogical Orientation was also accomplished.

4.5.3.3.2. A Participation Orientation

The data obtained during the class observations do not display situations in which students are involved in the different interactions keenly. Most of the interactions presented in this enterprise were limited to an initiation, a response and evaluation or feedback phase. Of course, there was a lot of interaction, but most of it was teacher-controlled, since the teacher, as Johnson K. (1995) argues, controlled a considerable portion of what was said and done in the classroom. The data also show that the teacher's control over the patterns of communication determined, to a large extent, how, when and with whom the language was to be used in the classroom.

The next category to be analyzed in this endeavor to have an insight into the process of oral interaction is:

4.5.4. Scaffolding

The teacher provided consistent scaffolding to his students since the very beginning of the units observed. When he started the first unit, for instance, he set the atmosphere to introduce the topic of it. Then, he made a table with two columns. In the first, he wrote some problems and in the second, some

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suggestions. The teacher oriented his students on how to carry out the activity. That is to say, he said that they were expected to match a problem with its solution based on the table drawn on the board. Next, he asked his students to think of a real problem they could have to tell it to the class. Afterwards, he requested to his students to re-tell the problem, but in this occasion, another partner was supposed to give a possible solution or suggestion for it. Once accomplished this stage, the teacher began an instructional phase which contained topically related sets (modal verbs). When he finished his grammar explanation, he demanded his students to say their problems again, but with a little variation. This time the student that was selected to offer a suggestion should use the modal verbs introduced in class. Then, the students were required to work on some exercises of the book keeping on with the same topic. At the end of the first class, the teacher asked to his students to elaborate a little bit more their problems or think of a new one, but they were requested to give the reason(s) why those were problems. He also recommended thinking of the causes and the consequences. The following class, the teacher asked his students to share their problems and give the solutions. The students, every time, elaborated more their problems. In that way, they acquired more grounds for the language learning. Finally, the students were asked to prepare a conversation in which they used the topics studied in class. In this way the construction of interaction is based on Jerome Bruner's work through his notion of "**Scaffolding**" which consists on the "*process of setting up the situation to make the learner's entry easy and successful and then gradually pulling back and handing the role to the learner as he / she becomes skilled enough to manage it*" (Bruner, 1983, p. 60).

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The sub-categories that are going to be examined regarding Scaffolding are based on Van Lier (1996) who compares the idea of Scaffolding to the ZPD, by a number of features such as the following:

4.5.4.1. Principle of Continuity

In the class observations, it was possible to realize that there were repeated and varied episodes, during a period of time of a complex of activities to have the Principle of Continuity happen. Please, read a little sample of some excerpts below.

Excerpt 45

....

19 - T – *“Ok. Today we will be working on giving some suggestions to some problems. I’m going to write on the board some problems and some suggestions. You have to match the problem to the suggestion. Ok?” “...So, Ms., you. You are going to match both problems and suggestions. One suggestion matches with or corresponds to a problem.”*

27 - Ms – *“One and D.”*

28 - T – *“Ms. You read the problem and read the suggestion. Ok?”*

29 - Ms – *“I’m working 16 hours a day. Talk to your boss.”*

30 - T – *“Excuse me?”*

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31 - Ms – *“Talk (she reads “talk” as it is written) to your boss.”*

32 - Ss - *“Talk (Ss correct the pronunciation)”*

33 - T – *“Don’t pronounce “I”. say (tok). (tok). Ok? Talk to your boss. Continue, please.”*

34 - Ms – *“I can’t sleep. Don’t drink coffee at night. My ex-boyfriend is getting married. Don’t go to the wedding.”*

35 - T – *“Ok. Yeah.”*

...

41 - T – *“Well, now in two American minutes, two American minutes. You are going to think of a problem. Think of a problem, a real problem that you could have. You are going to think of a real a problem you could have. Real. Ok? Real problem. Not imaginary. Two minutes. Don’t write. Just think.”*

50 - T – *“... Ok. Now in... in four minutes. Exactly four minutes, everybody is going to say his or her problem. Ok? Right? In four minutes. Exactly four minutes. You. Begin.”*

51 - S3 – *“I...eh...(inaudible utterances)”*

52 - T - *“excuse me? I can hear you. I don’t understand you. Please speak loudly.”*

53 - S3 - *“I wake up early.”*

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54 - T – *“I wake up early? Is that a problem?”*

55 - S3 – *“Yes. I wake up early... I have sleep.”*

56 - T – *“Are you sleepy? Are you sleepy?”*

57 - S3 – *“Yes. I’m sleepy”*

92 - T – *“...Well. Now, you have to think about what you have said. About your problem. Now, the students that I point out first express his or her problem. The students that I point out second... secondly give a suggestion for the problem. For example, If Sm. sais... eh... for example: “I can’t sleep”, you have to say: “You don’t have to...” or “you have to...” or “you should...” or “you shouldn’t...” Do you understand? Got it or not?”*

93 - Ss - *“Yes.”*

94 - T – *“Ok. Let’s see...”*

95 - S11 – *“I can’t speak Spanish in class of English.”*

96 - T – *“Laughing... Ok. Well. Suggestion.”*

97 - S7 – *“You have to try to talk more English. You have to speak in English and forget Spanish.”*

98 - T – *“Yeah, yes, yeah.”*

....

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115 - T – *“...Well...let’s see some Modal verbs. “Should” and “Must” are modal verbs... modal verbs help another verb to transform the tense or something like that. Ok? That is the purpose of the modal verbs. What we are exactly going to do is to concentrate our attention on the use of “Should” and “Must”. Later, in the material... section four, activity section four where expressing problems and also expressing suggestions. We usually use “Should” when we want to give an advice. If I want to give you my advice, I use “Should” ok? Give advices... giving advices or suggestions.”*

116 - S11 – *“What means “advice”?”*

117 - T – *“Yeah... For example, for example: ahh... you... you are not very well in the English class. You are not pretty well. You are not paying attention to the English class. You don’t listen to the teacher. You don’t pay attention to the teacher. That is the problem. My advice is: “you SHOULD pay attention... You should pay attention to the teacher because... because when the teacher speaks... he expresses some important things. You SHOULD look at what the teacher is writing on the board. You SHOULD listen very carefully to what the teacher says. Etc. Ok? It is one advice. And, on the other side “Must” “Must” is stronger. It’s stronger than “Should”.*

Ok. Now let’s continue with the activity we were doing before going to the break. Remember, this time you use “Should” and “Must” or “Shouldn’t” and “Mustn’t”.

Well repeat the problems that you expressed. And now, the student that I point out first... The student that I point out first... What is point out in Spanish?”

118 - Ss – “Señalar”

119 - T – *“The student that I point out first expresses a problem. And the student that I point out secondly expresses a suggestion. But, in this suggestion he has or she has to use “Should”. Ok? You use “Should”. Your problem.”*

120 - S5 – *“I’m tired. That is my problem.”*

121 - T – *“Pointing out another student.”*

122 - S16 - *“You should sleep more.”*

In the excerpt above, it is possible to observe that during the development of the lesson, the Principle of Continuity occurred repeatedly. There were also varied episodes, which according to Van Lier (ibid) are necessary to happen to reach this principle and at the same time originate an appropriate Scaffolding.

4.5.4.2. Principle of Contextual support

To generate this principle, it is important to arrange the activity so as to create a safe but challenging environment. This can be observed in the excerpt below in which the teacher assumed a doctor’s role to provide advice to his students.

Excerpt 46

1 - T – *“Well now let’s continue with the next activity. But before that please make a round table... Ok. Now let’s suppose you are sick and visit the doctor. The doctor it’s me. You should tell me your problem and I’ll give you a piece of advice, ok?”*

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Forget that I'm your teacher. Now I'm your doctor. So let's start. Ag., what's your problem?"

2 - Ag – *"I have a sore throat."*

3 - T – *"Sore throat?"*

4 - Ag – *"Yes. A sore throat. My glands are swa... swallowed."*

5 - T – *"Your glands are swallowed?"*

6 - Ag – *"Yes. I have a temperature, fever."*

7 - T – *"You have a high temperature. A high temperature. That is why you have fever. That's it?"*

8 - Ag – *"Yes."*

9 - T – *"Maybe it is a virus... virus. You have to rest, to rest, and drink a lot of water... and take an aspirin. It's simple. It is not complicated. But you have to stay in bed for two days, two days. Don't come to English class. Ok. El.!"*

10 - El – *"I can't see."*

11 - T – *"He can't see."*

12 - El – *"Hi doctor. I'm pretty sick. Can you help me?"*

13 - T – *"Yep."*

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14 - EI – *“I have a little problem in my eyes.”*

15 - T – *“I see that you are wearing glasses... sunglasses...today.”*

16 - EI – *“I’m flu, and pain in all my body.”*

17 - T – *“Ok. So all your body aches. All your body aches.”*

18 - EI – *“I am stressed for my throat because I don’t sleep... and I don’t drink alcohol and nothing. I am a person active and I like play... I like playing golf every weekend and...”*

19 - T – *“Yes. Yes. Yes. You have a problem. Hey L. don’t worry. So I want to know what’s the matter with you. What’s the problem that maybe you have right now. So, as I can see you have a problem with your eyes. It is a virus that has contaminated. So, I am going to give you a prescription. You have to use some drops. Understand? Drops, ok? In order to clear... for clearing your eyes. Right?”*

The teacher set a context in which his students were supposed to tell him what their health problems were. It was kind of challenging, since they had to look for some technical terms related to medicine such as diseases, their symptoms and the likes. It was also created a safe environment because the atmosphere of the class was excellent. Nobody mocked at his / her partner’s mistakes or made them feel embarrassed or unconfident. Thus, there was a contextual support as Van Lier (1996) suggests there should arise to enhance this principle.

4.5.4.3. Principle of Intersubjectivity

The excerpt 46 also serves to illustrate this principle. Most of the Intersubjectivity was seen between teacher and students interaction. Throughout the different activities the emphasis was on both teacher's and students' mutual engagement, Van Lier (ibid). Unfortunately, student – student's mutual engagement was scarce.

4.5.4.4. Contingency Principle

Van Lier (ibid) suggests that elements can be changed, deleted, or repeated depending on actions or reactions of each participant. In the excerpt 45, it is possible to notice that the teacher's interest was that his students were able to talk about both real problems and in the handling of the accurate grammatical structures. In the different task that the teacher proposed to his students there were certain modifications or changes and also there were some additions to the activities. That is to say, the students were asked to elaborate more in detail the information they provided every time that a new challenge arose. For instance, the students first, have to match a problem to its solution. Then, they should think of a problem and share it. After that, they were expected to give a solution to a partner's problem, finally elaborate a conversation. Thus, in this excerpt is viable to see John Dewey's (1904) dual vision *"the here-and-now activities while at the same time keeping an eye on the long-term goal"* (Van Lier, 1996, pp. 199 – 205)

4.5.4.5. Handover Principle

The teacher was releasing his students little by little to let them be independent in the activities they should perform. Van Lier (ibid) proposes that teachers should give students the necessary bases and foster their autonomy to allow them to become really independent learners. This is reached when they are observed to be ready to hand over by themselves (part of the) actions. In the excerpts 45 above is seen this principle.

4.5.4.6. Flow Principle

This principle, which Van Lier (Ibid) establishes as the ability to orchestrate, synchronize in rhythmic terms any interaction, so that this flows in a natural way, was not present in any of the observed classes. Since most of the activities were teacher-controlled. Maybe, the interaction that gets closer is the activity that the students prepared at home to be assessed. However, it is difficult to establish to what extent their performance is interaction and to what point it was learned by heart.

4.6. Strategies Analysis

The most common strategy used by the teacher to develop his lessons during the class observation process was the Questioning strategy. According to Bond N. (2007) teachers know from their training and experience that questioning plays an important role in today's teaching process because new instruction is fast-paced and interactive, with teachers asking a lot of questions. In the class observations

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more than one-hundred and sixty questions were posed by him (Please, read the appendix 1).

In this Questioning process the Information Gap strategy was emphasized. Tsinghong Ma (2009) states: *“when people talk to each other in real life that gap is normal. In order to fulfill that information gap, it is necessary that it exist a need of communication between them”* (Tsinghong Ma. 2009, p. 44) Because of this there is always some doubt in a listener’s mind as to what a speaker is going to say next. If there is no doubt, no information gap, then communication does not take place, because the listener has no need to pay attention to what is being said since he already knows what it will be. The teacher had his students assume situations in which they must practice bridging information gaps. The different excerpts presented above illustrate this strategy. However, please read the following excerpt that was taken from class observation 1, appendix 1. This excerpt is part of an activity in which the students should manifest a problem, and another student was supposed to give a suggestion.

Excerpt 1

...

120 – “S5 – I’m tired. That is my problem.

121 - T – Pointing out another student.

122 - S16 - You should sleep more.”

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In this excerpt, it is observed how the student 16 processed what was said to him in order to give an appropriate response in real time. The student 5 expressed his problem, but he did not know what the response was going to be. The student 16 provided the information he was required based on the previous information given by his partner bridging in that way the information gap.

Since the questioning strategy was the strategy most used during the class observation process, the different ways how teachers ask them are analyzed based on Jones, V. (2005). She presents a categorization of the type of questions that teachers generally ask in the classroom:

4.6.1. Factual

This kind of questions looks for a predetermined answer. It is the typical question - answer relationship based on information directly stated in a text or conversation. The most vivid example of this was when the teacher asked Mario to match some words to form compound words. Please, read a short excerpt about it.

Excerpt 2

...

96 - T – Ok. Now we are going to complete the information. Any volunteer? Ok. Go ahead, Mario.

97 - Mo – Live abroad.

98 - T – Ok. Live abroad.

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99 - Mo – Write poetry.

100 - T - Write poetry.

101 - Mo – Act your age.

124 - T – Is it ok?

125 - Ss – Yeah.

126 - T – It's ok.

The teacher asked for a volunteer. Mo offered to do the task. Once he performed the activity, the teacher asked the class: "*Is it Ok?*" His students replied: "*Yeah*". This is a factual question because the teacher was waiting for a predetermined answer. The one that the teacher had in mind, as Jones, V. (ibid) affirms. This exchange started in the speaking turn 96 and finished in the speaking turn 126 with the positive evaluation of the teacher. (Please, read the full class observation transcription in appendix 1)

Excerpt 3

...

20 - L – excuse me teacher. What is suggestion?

21 - T - Suggestion? Who knows what suggestion means?

22 - Ss – In chorus: sugerencia, consejo.

23 - T – Ok. That's it. It means "sugerencia".

Another example of this kind of questions formulated by the teacher was when a student asked for the meaning of "*suggestion*". The teacher did not provide the answer. He asked to the class: "*Who knows what suggestion means*" The answer that he received was predetermined due to the fact that he knew the answer.

4.6.2. Speculative

This kind of questions requires a response with no predetermined answer, often opinions, hypothesis, imaginings or ideas. The excerpts below represent this kind of questions formulated by the teacher.

Excerpt 4

...

58 - T - Ok. You, L. What's your problem?

59 - L – I'm hungry.

Excerpt 5

...

4 - T – El. Hi how are you today? Why are you wearing sunglasses?

5 - El – Teacher, I have conjunctivitis.

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6 - T – Have you gone to the doctor, yet?

7 - EI – No.

Excerpt 6

...

197 - T – ... Gr. Do you frequently visit the doctor?

198 - Gr - Sometimes.

199 - T – What is your opinion about this situation, here? Your opinion about that.

200 - Gr - When I go to the doctor there is bad communication because they don't speak.

In the excerpts 4 and 5, the teacher is looking for an answer but no predetermined by him or the book. The answer emerged from the students' thoughts, their real problems. When the teacher in speaking turns 4 and 58 asked: "*Why are you wearing sunglasses?*" or "*What's your problem?*", he was not expecting for a predetermined answer, instead, he was open to hear to what his students could come out with. In the speaking turn 199, "*What is your opinion about this situation, here?*", is clearly represented what Jones V. (Ibid) suggests. That is to say, the teacher should ask for information he or she does not know, but for students' opinions with regard to an issue.

4.6.3. Process

This kind of questions has to do with verifying the students' understanding of the learning process or the explanation of something. The most common question the teacher used to verify whether his students have understood was: "*Do you understand*" "*Got it or not*" "*Is it clear*" "*Is it Ok?*" "*Ok?*" "*No problem?*" "*Is that Ok?*"

4.6.4 Communicative

The teacher as well students benefitted from some communicative strategies to overcome both grammatical and lexical difficulties. They made use of both formal reduction and functional strategies which Davis, K. M. (1999) refers as achievement strategies. She states that they are means by which the learner can make use not only to communicate a message, but also to communicate it accurately.

4.6.4.1. Formal Reduction Strategies

Excerpt 7

...

162 - Dn – "*The last night I was in a children's party and I eat a lot of candies.*"

163 - T – "*Ate. Ate because it's past.*"

164 - Dn – "*Ate. Ate a lot of candies. When I feel bad my stomach...*"

165 - T – “*Felt*.”

166 - Dn – “*Felt bad my stomach, nauseas... uh huh.*”

According to Faerch and Kasper (1983) FLL usually fall back on formal reduction strategies because they feel more comfortable using a structure which they have already mastered to avoid producing non-fluent or incorrect utterances. In the excerpt 7 above, Dn. eliminated certain formal elements of the target language. In speaking turns 162 and 165, she used the simple present of the verb “*eat*” and “*feel*” instead of the simple past “*ate*” and “*felt*” to convey her message. It did not interfere with the transmission of meaning because the context she set was clear. The meaning was not affected or radically altered. In fact, it facilitated communication making it more efficient.

4.6.4.2. Functional Reduction Strategies

Some functional reduction strategies, which were used to get meaning across, were identified in the class observation process. Davis, K. M. (Ibid) sets that students use them to transmit their message making use of alternative linguistic and non-linguistic resources at hand. Those strategies are analyzed below.

4.6.4.2.1. Circumlocution

Excerpt 8

...

77 - Sb – “*Eu. Do you think older people should act their age?*”

78 - Eu – *“I think that they should be eh..... you have for example forty,... you have humm... how do you say “maduro”?”*

79 - Sb - *“I don’t know.”*

80 - T – *“Mature.”*

81 - Eu – *“You should be mature. You can think in leave home.”*

In the excerpt 8, Eu. used the circumlocution strategy to have his meaning across. He made use of other words to convey his idea. For instance when he said: *“I think that they should be eh.....”* in this first attempt to transmit his idea, he failed. Thus, he made a new effort: *“you have for example forty,...”* It seems that his idea of a mature person is around the 40’s. And by that age, one should be totally independent. Then, he tried to come out with another sentences but he did not find the exactly word(s) to do it: *“you have hum...”* Afterwards, he asked for assistance to his partner: *“how do you say “maduro””*. As Sb. did not know that term, the teacher provided the word in the speaking turn 80: *“Mature.”* Finally, Eu. could complete his utterance: *“You should be mature. You can think in leave home.”*

4.6.4.2.2. Code Switching

The excerpt 8 above also serves to illustrate the code switching strategy because Eu made a mix in the speaking turn 78 between the target language and his mother tongue: *“I think that they should be eh..... you have for example forty,... you have humm... how do you say “maduro”?”*

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Both the teacher and the students made use of this strategy in different interactions as the excerpts above demonstrate it.

Excerpt 9

...

67 - T – Is it ok... is it polite to talk... for example, if I receive a call now... is it polite..."Aha bueno. Entonces mija. Y ya... que va a preparar de almuerzo? No. Si. Ombe. Eche.. aha. No yo compro la yuca ahora. Bueno pero nos vemos más tarde". Is that polite?

Excerpt 10

...

79 - Dn – "*Si the question are...*"

80 - Ss – "*Si the questions are... hahaha...*"

81 - Dn – "*Si the question are in the future... the answer...*"

82 - T – "*Is in the future.*"

83 - Dn – "*Ah. Ok.*"

In the excerpt 9 above, the teacher used the code switching strategy to exemplify a situation in which students were expressing their opinions about the use of cellular phone in public. The same happened when Dn. wanted the teacher

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to solve a doubt she had: "*Si the question are in the future... the answer...*" in the speaking turns 79 and 81 Dn used the code switching strategy to convey her question. The teacher did not pay attention to it but responded: "*Is in the future.*" In this interaction, the gap filling strategy was also accomplished.

4.6.4.2.3. Translation

There were several instances, in the class observations, where the translation strategy was used to clarify an issue, convey a message or delude the meaning of unknown vocabulary. The excerpts below show the use of this strategy.

Excerpt 11

...

95 - T – "...*Hay que ser estricto. Si yo por ejemplo exijo que vengan y les digo hay que venir a clases porque voy a coger nota y el que no venga tiene su cero. Hay que cumplirlo. Por ejemplo lo que pasa en la casa... a veces tengo que ser estricto, duro para que las cosas funcionen. Si no se es estricto, si no se es duro las cosas no salen...*"

Excerpt 12

...

85 - T – "*You don't understand... "You have to be cruel to be kind" What do you understand for it?... Yes?*"

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86 - Jr – *“Allí dice que hay que ser bueno para ser malo”*

87 - T – *“Excuse me?... What do you think? He says “hay que ser bueno para ser malo””*

88 - Ss – *“Nooo.”*

89 - T – *“No. No. Que quiere decir eso.”*

91 - T – *“A veces hay que ser duro para ser amable”*

Excerpt 13

...

117 - T – *“... Ok. Now let's continue with the activity we were doing before going to the break. Remember, this time you use “Should” and “Must” or “Shouldn't” and “Mustn't”. Well repeat the problems that you expressed. And now, the student that I point out first... The student that I point out first... What is point out in Spanish?”*

118 - Ss – *“Señalar”*

In the excerpt 11, the translation strategy was use to clarify the expression: *“You have to be cruel to be kind”* The teacher should recur to this strategy because his students were not able to understand or explain what that sentence meant. He clarified the meaning through an example.

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Jr. in the speaking turn 86, excerpt 12, gave his interpretation of the expression in Spanish, although it was wrong because both the students and the teacher rejected his interpretation.

The excerpt 13 shows the use of the strategy just to translate into Spanish and verify if the students knew the meaning of the term: *“Point out”*.

4.6.4.2.4. Appeal for Assistance

This strategy was commonly used by the students when they did not know the meaning of a word or when they did not know how to say a term in the target language. In the excerpt 8 above, Eu., in the speaking turn 78 – *“I think that they should be eh..... you have for example forty,... you have humm... how do you say “maduro”?”* appealed for his partner assistance. Sb. did not either know how to say “Maduro” in English. Thus, the teacher gave the word he needed to express his idea.

Another example of the use of this strategy was when one student asked the teacher for the accuracy of a sentence. Please, read the excerpt 14 below.

Excerpt 14

...

38 - S – *“Teacher. I can say: I can’t sleep... you should take coffee at night.”*

39 - T – *“Ah. Yes. You shouldn’t. You shouldn’t drink coffee at night.”*

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That student appealed for the teacher's assistance to clear up her doubt. Effectively, the teacher solved it.

Excerpt 15

...

236 - T – “*You read that...*”

237 - S – “*Leo y le digo con cual.*”

238 - T – “*In English, please. Read and...*”

239 - S – “*Read and ...*”

240 - T – “*Read and match. Aha.*”

241 - S – “*We're, we're going to leave...,*”

In the excerpt 15, that student called the teacher where he was sitting to ask him for help. The teacher told him: “*You read that...*” and with his finger pointed the task in the book. Thus, the student's appeal assistance was accomplished as Davis, K. M. (1999) suggests.

4.6.4.2.5. Repetition**Excerpt 16**

....

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12 - ...T – *“Mi... tell us your problem?”*

13 - Mi – *“No answer”*

14 - T – *“Your problem. Can you tell me your problem, please?”*

15 - Partner – *“Your problem!” (The partner sitting next to him tried to help both the teacher and his partner by repeating the teacher’s questions)*

Excerpt 17

..

109 - Mo – *“Stop being silly.”*

110 - T – *“Ok. Stop being silly.”*

111 - Mo – *“Stay in bed.”*

112 - T – *“Stay in bed. Yes.”*

113 - Mo – *“Take your time.”*

114 - T – *“Take your time. Ok.”*

115 - Mo – *“Don’t know...”*

116 - T – *“Excuse me?”*

117 - Mo – *“Don’t know...what... you...”*

118 - T – *“Don’t know... what you’ve missed. Ok.”*

119 - Mo – *“Don’t know what you’ve missed.”*

In the excerpt 16, one of the students used the repetition strategy to help his classmate (Mi.) to understand what he was asked after the teacher had insisted three times and did not have any answer.

In the excerpt 17, two repetition cases were identified. The first was used by the teacher to evaluate positively Mo’s answers. And the second when Mo., in the speaking turns 115 and 117 struggled to utter the sentence. When the teacher noticed that his student was having problems with that sentences, he, in the speaking turn 118, assisted him by uttering: *“Don’t know... what you’ve missed. Ok.”* Finally, Mo was able to cope with that problematic sentence for him.

4.7. Analysis of the Interviews

At the end of the class observation process, the teacher along with some students were asked to answer a written interview which was mainly focused on learning their perception about the English language teaching and learning process and their role during the same. The data were used to answer the research questions. Both interviews were analyzed in an intertwined-like form to see the similarities or differences, especially in those questions that have some convergent points.

4.7.1. Teacher's and Students' Interview

Place: Universidad Pontificia Bolivariana

Subject: English

Level: Pre-Intermediate – English III

Date: September 12th – 2009

Interviewees: Pre-Intermediate English Teacher and Students

Interviewer: Jhon J. Avila C.

Instruments used: Teacher's and Students' Interview (Please, see appendix 2 and 3)

Both the Pre-Intermediate English Teacher and the students provided some answers to questions done after the class observations took place. The questions were formulated taking into account the main purpose of learning their opinions about the teaching – learning language process and their conception about the language itself.

The most salient results from the interview are described below:

1 – Regarding the importance of English in today's world, not only the teacher, but also the students think that it *"is the most important language around the world. This language is used in different countries in order to develop different*

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types of activities such as business, education and some others." The teacher as well the students are aware of the importance of the English language around the world because it is the internationally language accepted by many countries to do all kinds of affairs.

2 – Both the teacher and the students agreed on that the English language is very important for them because it allows them to grow personally, have major opportunities to get a better job, especially the students. One of the students affirmed: *"El Inglés es importante para mí porque si yo lo sé puedo viajar, conocer más gente y me puedo comunicar fácilmente y de pronto conseguir un buen empleo"* Another student manifested: *"Para mí, como estudiante de Comunicación Social, el inglés es muy importante porque todo viene en Inglés. Además, a mi me gustaría trabajar en una cadena de noticias internacional como CNN y para eso se debe hablar Inglés."* The teacher also affirmed that *"teaching it I can earn my daily bread"* As it can be inferred they see English as a means to grow not only personally, but also professionally.

3 – With regard to the methodology and strategies the teacher used to teach the target language he responded: *"I use a communicative approach, implementing activities that permit facilitating the interaction in the classroom. Activities such as authentic conversations, analyzing movies, discussions, help create a motivating atmosphere in the classroom."*

Most of the students interviewed manifested not doing anything outside the classroom to learn it. A few answered that they listened to music, watched TV

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programs, read something in English or played video games and translated the instructions into Spanish.

4 – The students expressed that the amount of time they devoted to practicing English outside the classroom was quite reduced because they had a lot of work to do. One of the answers was: *“Yo no le dedico mucho tiempo porque tengo que estudiar las materias importantes de mi carrera y a veces solo lo hago cuando el profesor de Inglés nos deja tarea”*

5 - Both the teacher and the students agreed that the activities carried out in the English class were conducive to the language learning because as the teacher assured: *“Of course they are. It is through the activities as the teacher can encourage students to become themselves in active participants of their own learning, using the target language not only in the classroom, but also out of it.”*

In general, the students said that the activities they performed during the classes gave them the opportunity to speak about their problems, give and receive suggestions or express what they would do in certain situations and prepare a conversation with the topics they had studied.

6 – The students felt there are some barriers that affect their language learning. Both the teacher and students have the same opinion in some of them. For instance, the fear or embarrassments to make mistakes in front of their partners or teachers, lack of confidence, no time to study or practice English, the big amount of academic load, the lack of direct contact with target language native speakers or at least persons who speak English are some reasons they mentioned. Besides, the

teacher thought that it could be the context, because most of the students only use English in the classroom, and they don't find it useful or mandatory out of the class.

4.8. Findings

The findings of the investigation must be systematically organized and presented in ways that facilitate the understanding of the data previously collected. It becomes necessary to prompt a "discussion or argument" among the tools or methods used to collect that data. So that different methods will lead the observer or researcher to uncover significant features and elements that are embedded in the data.

In this part, the theoretical framework for understanding some features of the Communicative Language Teaching Approach and Oral Interaction in foreign language referred above is used to examine the patterns of oral communication that were carried out in a pre-intermediate English language classroom. Here, the atmosphere created in the classroom, how the teacher used language to control the structure and the content of oral interaction in the classroom are mentioned. It is also presented the way in which the students responded to the teacher's use of language, their own language use and the extent to which students were able to fit their language into the features of oral interaction. Some of those findings are described below:

1- It was found that one of the most prevailing features during the class observation process was the excellent atmosphere between both the teacher and the students, and also among the students. Allwright & Bailey (1991) affirm that

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when a positive classroom atmosphere is created, students learn better. It was realized that the student felt safe and important in the class in order for learning to take place. I dare to say that the positive classroom environment did not just happen; the teacher was responsible to large extent to create it.

2 – The students' schemata were activated before starting a new topic, and also by reviewing what was done in the previous classes related to the topic that was been dealt. For instance, the teacher asked some of his students about how they felt that day. Then, according to the answers, he provided some advices to their problems. At the beginning of the following classes, a similar situation happened. The teacher activated his students' background knowledge by reminding his student about the topic they had been dealing in the previous class. Activating the students' schemata was done to present new material closely related to the past one. For the teacher, it was important to set the outline of the class, and the objective, so the students would go with the flow of the lesson in a way that permits them to establish the connections, not only in terms of the procedure, but also in terms of the target language learning. Any pertinent strategy within an English lesson that takes place in a foreign language learning environment is useful for students to be aware of the need of constructing a meaningful concept linked to the language in which the concept is been learned.

3 – One of the questions posted in the teacher's interview (Please, read appendix 2) was: "*What strategies and methodology do you use to teach it (English)?*" the teacher's response was in concordance with what was found in the analysis of the observation of the activities. It was found that most of the principles

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of the CLT Approach, based on Larsen – Freeman D. (2000), were present in the development of the different classes. It is congruent with what the teacher answered in the interview since 12 out of the 15 principles taken from this author were carried out by the teacher. The three principles which were not clearly present were these:

- Whenever possible authentic language – language as it is used in a real context, generally from magazines, newspapers, TV, radio, etc. - should be introduced to students in the class. The teacher in any of the class observations took for the students authentic material coming from original sources as suggested by Larsen – Freeman, D. (2000)
- According to this scholar, Games are important since they have certain features in common with real communicative events. However, as the teacher did not use any game, it was not possible for the students to set a purpose to the exchange. The students did not have the chance to receive immediate feedback from their classmates on whether or not they have successfully communicated. In this way, the students did not have the chance to negotiate meaning. Finally, following with this author, it was not feasible to observe the students work in small groups which according to Larsen – Freeman D. (Ibid) maximizes the amount of communicative practice they receive in an activity in which games are used.
- The principle: “Students should be given opportunities to listen to language as it is used in authentic communication”, that is to say, listening coming from authentic sources, such as: radio or TV programs, was not seen

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during the class observation process. Thus, the students could not be trained on using strategies for how to improve their listening comprehension as Larsen – Freeman D. (Ibid) suggests.

4 – It was found that the students were given the chance of becoming independent. They passed from guided activities, to semi-guided to finally perform free activities. There was a great amount of oral interaction between the teacher and the students to make the Social Nature of Language occur as it can be read in the class observation appendix.

5 - The Curricular Integration was not left behind. The students as well as the teacher used issues of other subjects to convey their messages in the development of some of the activities. The students made an Integration of subject, such as: Medicine, Ethics and Values and Geography to accomplish the activities proposed by the teacher.

6 - Data shows that Focus on Meaning played a significant role in the development of the different oral interactions performed by the students. In the performance of some activities, it is feasible to observe the importance that the teacher gave to the Focus on Meaning. When students made mistakes, the teacher neither corrected his student nor paid attention to the errors. Thus, it is possible to assure that the teacher was more concerned with the conveyance of his students' message than on the form how they produced them, as Krashen (1982) and Jacobs and Farrell (2003) recommend.

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7 - It was also found that the target language served as a vehicle to build up higher-order thinking skills as Jacobs and Farrell (2003) affirm. In some of the activities, it was found that some students made use of most of the skills (interpretation, analysis, evaluation, inference, explanation and self-regulation) a high-order thinker should possess to take part in any situation, Facione (1990).

8 - It was found that the teacher not only used the traditional written test, but also Alternative Assessment in order to evaluate his students' learning, participation and / or performance. He graded his students' participation after they had taken part in some activities. While the teacher was calling his students to assign them a grade, it was seen great satisfaction and proud on the students' faces. The students were also asked to prepare and represent a conversation in which they were expected to make use of the topics they dealt during the two units observed. They were asked to prepare a conversation where they had to use the grammar, vocabulary, expressions, situations... etc., they had worked on. That conversation should be prepared in groups of two to be represented before the teacher for him to take a grade. (Please, read some of the conversations presented by students in appendix 1, conversations 1 to 7). Jacobs and Farrell (2003) see this kind of Assessment as a different Alternative in order for teachers, using the CLT Approach, to evaluate students' performance and learning.

9 - Another aspect constantly found was the IRF interactional sequence proposed by Van Lier (1996). The teacher initiated the interaction(s); the students responded to the teachers' requests which were followed by a feedback or evaluation by the teacher. Most of the IRF patterns observed were teacher-

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controlled or semi-controlled. Sometimes, the teacher asked for a volunteer to answer a question or do a task assignment from the book, that is to say, Initiation. One student raised his hand. The teacher invited him / her to start getting as a result a Response. Thus, the teacher gave his positive Feedback. This IRF exchange was totally controlled due to the fact that, the student should provide the answer in the teacher's mind as Jones (2005) points out. Most of this kind of interactions are teacher-controlled, since the teacher, as Johnson K. (1995) argues, controlled a considerable portion of what was said and done in the classroom. The data also show that the teacher's control over the patterns of communication determined, to a large extent, how, when and with whom the language was to be used in the classroom.

In some excerpts of the class activity transcriptions, it was found that the IRF served, as suggested by Van Lier (1996) as a way of *Scaffolding Interaction* because it contains apparent endeavors to encourage autonomy, so that students can grow out of IRF whenever the opportunity arises, Van Lier (ibid). Besides, the IRF exchange was helpful to expand students' interaction. This is evident in some tasks in which the teacher asked his student(s) to expand his / her response(s) by adding extra information. Here the last stage of the IRF exchange switched because who evaluated was the student. In these interactions, the pattern of the IRF was semi-controlled because the student's answer was out of the control of the teacher's mind. The student was able to think and utter her own response to the teacher's request.

In other IRF exchanges with some students, there was a real interaction. For instance, there was a student who was really sick. He had conjunctivitis. Thus, he told the teacher how he felt and the symptoms he suffered. In every exchange, that learner added new information to the teacher's questioning. They performed in that classroom interaction as a means of acting reciprocally, acting upon each other where interaction was constantly modified by the role taken by participants, Ann Malamah (1991).

10 - Finally, in terms of the IRF Pattern, it was found that the teacher was releasing his students little by little to let them be independent in the activities they should perform as proposed by Van Lier (1996). It was observed that the teacher gave his students the necessary bases and fostered their autonomy to allow them to become really independent learners. This was reached when the teacher considered that his students were ready to hand over by themselves (part of) the actions. Therefore, he demanded them to prepare a conversation. To present this activity, the students independently worked at home. They followed the teacher's recommendations and planned their performance. In this way, the Hand Over Principle suggested by Van Lier (Ibid) was accomplished.

11 - It was found that during every class and the whole process, there was consistent scaffolding. The teacher took his students from the lower level of understanding - in which assistance and explanations were required – until they were granted certain grade of independence to work alone as established by Bruner, (1983). The autonomy was reached once the students had received enough training on the topics dealt in class. It was also found that the principles of

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continuity, contextual support, Intersubjectivity and contingency proposed by Van Lier (1996) were present throughout the development of the different activities carried out during the observation process.

12 – The categories proposed by Jacobs and Farrell (2003) cited in Richards, (2006) for the CLT Approach selected to conduct this enterprise were accomplished by both the teacher and the students in the different classes observed.

13 – Finally, throughout the observation enterprise, both the teacher and students made use of a great variety of strategies to make the Teaching-Learning-Language process easier.

5. CONCLUSIONS

5.1. Conclusions of the Research

After having applied several instruments to collect qualitative data and according to the research question set at the beginning of the present research, some repeated behaviors were observed through the analysis of these instruments, which serve to write the conclusions below. Thus, conclusions from a research are to be written based on what it was collected. For the present research, three qualitative instruments were used:

1. Class observation (5)
2. Teacher's Interview (1)
3. Students' Interview (1)

Some common aspects to be taken into account after having observed some classes, read and analyzed questions and answers from both the teacher and students are:

1. There is always a routine set by the teacher. This routine consists of activating students schemata by asking them questions related to the topic to be dealt during the class. Next, he introduces the lesson that is taking place in that day. After that, there are some controlled activities , semi-controlled activities, which finally serve students to perform a free-activity. The routine is done as part of a method that includes some of the following strategies such as: activating previous knowledge, building knowledge on

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what students already know, providing appropriate feedback, provide oral language opportunities, ask different level of questions, correction or guidance.

As part of the class, there is always an objective for the lesson, which allows the teacher to explain what students are going to do and learn. The evidence of this strategy is the application of activities (individual or in groups) that are directly related to what the objective states. The objective is read as what students are going to learn, why they are going to learn it, and how they are going to do it.

2. The teacher, along with the students, uses a variety of strategies conducive to have a better performance in the Teaching-Learning Process to finally reaching the goal of the lesson. Some of those strategies are: The Questioning strategy mostly used by the teacher. In this Questioning process, the Information Gap was emphasized creating a need of communication as in real life it occurs. The kind of questions the teacher formulates are: Factual, looking for a predetermined answer, Speculative, not looking for a predetermined answer and Process, verifying the students' understanding of the learning process or the explanation of something.

Both the teacher and students also made use of some Communicative Strategies to overcome grammatical and lexical difficulties. Those strategies include Formal Reduction strategies and Functional Reduction Strategies, which help learner not only to communicate a message, but also to communicate it accurately.

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Some of functional reduction strategies identified to get meaning across, were: Circumlocution, Code-Switching when necessary to clarify meaning, Translation, to convey a message or delude the meaning of unknown vocabulary, Appeal for Assistance when students need some help from the teacher, and Repetition to evaluate or assist learners to cope with a difficulty.

3. The atmosphere in the class is fundamental in a classroom. In the English as a Foreign Language setting is not the exception. Thus, teacher(s) should be responsible for creating the best environment and give students the necessary confidence to generate a nice atmosphere, which at the end could cause a better Teaching-Learning Process.
4. Facilitating communication between teacher and students, and among students motivate learners to interact in the target language. One way of reaching this is by using a Communicative Approach. The teacher under observation made use of this method most of the time. He begins by providing basic support related to the topic. Then, he sets examples that are used as controlled activities. Next, those controlled activities become in semi-controlled activities. Finally, students are given the chance of demonstrating what they have learned during the process by preparing a free activity to be performed before the teacher. Thus, to reach this final stage, it is necessary to give students enough support from the beginning and little by little allow them to reach a total independence. But not without first having assured that students have understood the topic. That is to say,

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have them work without any assistance for them to be able to accomplish the objective set at the beginning of the lesson.

Therefore, through different activities that go from controlled to semi-controlled tasks from the teacher to free-individual work and/or free-cooperative work, the teacher builds a plan in which students must be able to work by themselves understanding what they are expected to achieve. The class-support-tasks set by the teacher lead to the achievement of a goal. Thus, they are meant to take students from a level of performance in which an initial support is needed as explanation and clarification to a level of individual performance for finally mastering the activities based on what it was understood from the onset. This constant support also includes the feedback given by the teacher and by classmates when working in class or group at home.

5. The learning of English as a Foreign Language is focused on meaning conveyance. Thus, students are given oral opportunities for them to express their ideas, opinions, likes and dislikes, state of mood or feelings. In this way, they have the chance of developing or building up higher-order thinking skills. Besides, in doing so, learners also have the option of making a curricula integration to express their thoughts. The teacher, in most of the cases, is aware of their students' linguistics strengths and weaknesses, which are exploited or strengthened for their language-learning benefit. It is done by using the IRF pattern in which most of the time, the teacher Initiates

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the oral interaction by asking student(s) a question. The student Responds or answers the question to receive Feedback or evaluation from the teacher.

6. Generally, Language Learning Evaluation is accomplished in a traditional way. That is to say, teacher assesses students by giving them the traditional written test to be completed in a pre-determined time. Students are graded according to their performance in it without taking into account the process students could have carried out to reach that point. The teacher evaluated his students giving them alternative assessment in order for them to demonstrate what they have learned so far. Thus, alternative assessment plays a meaningful role in the English Language Learning. Therefore, teachers should think in giving a great variety of evaluation alternatives to their students in order to get them motivated toward this challenging enterprise: English-Language-Teaching-Learning Process.
7. Scaffolding also plays a crucial role in class and during the whole English Teaching-Learning Process. The experienced teacher takes his students from the lower level of understanding - in which assistance and explanations are required – until they are granted certain grade of independence to work alone. The scaffolding is enough and constant because of the training on the topics dealt in class or the lesson. This consistent training makes students gain certain mastery for them to become independent learners having as an outcome a better language learning result.
8. Unfortunately, it does not matter what the teacher's efforts are or methodology, strategies or activities he uses to develop or carry out the Teaching-Learning Process because for some students, English seems

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something worthless or useless. Those students consider devoting time to studying this target language is a waste of time. They think this subject consists of words and concepts that have nothing to do with their everyday life or study. They prefer allocating more time to their core subjects of their careers to working on English. The same happens with those students who regard English as an important issue in their life or careers. They argue they do not have enough time to study it. Although, it is a challenging experience to face both the English Learning and at the same time their core subjects of their study programme.

9. Definitely, the success of the language learning process depends not only on the methodology, approach, strategies, activities or the teacher himself, but also on a great variety of factors extrinsic to them. Learning a language means to become self-engaged, have a positive attitude toward everything immerse in this process. It is, in some cases, a long-life compromise to really achieve that desirable goal or purpose for many learners.
10. Students' awareness and desire to learn English as a foreign language is decisive to accomplish this goal. Regrettably, a great number of students seem not to give the necessary importance to the English language learning process. Some of them only self-limitate to carried out the task assigned by the teacher to gain a grade. Other students definitely do not want to learn it by any means. A few are conscious of the importance of learning another language. But they prefer to postpone this enterprise for when they have time. They generally think in doing an English course as soon as they have

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free time, graduate from the university or when they really need it. As if it was not necessary to be self-engaged with this endeavor.

11. Some people believe that the time allotted to the English courses is not enough to reach the level that the university wants for their students to reach. Or that the level is too high. However, it does not matter the time devoted to the English courses or how high or low the level is if students are not tuned in with that purpose. Thus, it is mandatory to look for “catching” alternatives to make students get in love with the English-language learning process.

5.2. Pedagogical Implications and Recommendations

In this new context, that is to say, in a world where mastering innovative ways of Information, Communication and Technology – ICTs – and The United States – Colombia Free Trade Agreement – TLC in Spanish - being fluently-competent in another language – English - has turned in a mandatory need for everybody.

Therefore, elemental, middle, high, and especially superior education institutions like Universidad Pontificia Bolivariana, must provide their teachers all the necessary tools in order for them to use in the most appropriate and efficient way to reach in an easier and more effective manner the institutions’ objectives.

One of those tools may be investing some money in specializations courses, master’s degrees, PhD studies to qualify their personnel, in this case English teachers, in their specific field of action.

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Having high qualified teachers, the (language) teaching process may become more effective, since they will acquire the sufficient, relevant and up-to-date knowledge to accomplish the duty of education. They will acquire the background to conduct new and contextualized-meaningful research to unveil and seek for solutions to possible problems that affect the educative community. Furthermore, they – teachers – may form academic communities to generate and transfer knowledge to the educational world.

Professors, in the classroom, will understand how the language teaching – learning process should be accomplished, and how it should be carried out outside it so as to have better results from their students.

Another alternative, besides qualifying teachers in their field of action, will be to qualify them in the handling of ICTs in order to improve or change some traditional ways of teaching for ones in which the ICTs play a central role in the target language learning.

A third option will be to change old equipments for, or acquire cutting-edge-technology for the Language Labs, classrooms and other facilities of the institution in order to create not only an academic environment, but also a positive classroom atmosphere for the language learning.

Because learning another language is one of the main objectives of the university, it is important that not only the language teachers get engaged with it, but also the whole university community.

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According to the experts, it is better to have a small class to have a large one, due to the fact that the teaching process with the former is more personalized than with the latter. Thus, it will be interesting to see how the language teaching – learning process is accomplished.

The teaching world is an amazing one. Of course, for those who are really committed to giving the best from them to their students. The teacher who was willing to help with this endeavor, is one of those.

He is a mature-experienced teacher who knows what to do in an English class, and how to do it. Thus, it is kind of complicated to give some recommendations. However, here there are some based on the few classes observed.

- Since his predominant method(s) to teach English is based on the communicative approaches, it will be interesting to go beyond the traditional factual questioning strategy. That is to say, to challenge students to pass from the factual ones to the speculative, process and procedurals ones, more often.
- During oral interaction activities, it will be more meaningful to change the long-established IRF classroom exchange for an IRF exchange. Since the former has an eliciting and evaluating function while in the latter students display knowledge and are able to elaborate a real discourse.
- The use of authentic material is conducive to grasp language as it is use in real life. Thus, implementing it in the lesson(s), students could be

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trained on using strategies for how to improve their skills, for instance, listening comprehension.

- Another recommendation will be, one way how students can learn to negotiate meaning, receive immediate feedback from the listener and maximize the amount of communicative practice is by using games. Thus, it will be a good idea to implement them because they have some familiar elements with the real communicative events.
- Teachers must deepen on students' attitudinal aspects, believes, likes or desires in order to unveil other ways to have students participate in the English-learning process in a more active and efficient way.

The education field is an amazing world where love researcher can find an inexhaustible source of issues to deepen in knowledge, discover new one, and even generate it to transfer it to the educational community. The English-Language-Teaching-Learning Process is not the exception. In this area of knowledge, a researcher can find a great spectrum of possibilities to conduct meaningful, up-to-date, enriching and especially contextualized enquiries for society. Thus, a list of recommendations for future research is proposed below:

- Why some people learn faster than others and especially in an easier way is something amazing and valuable to undertake. Thus, if researcher is interested in this kind of research he / she should decide on what categories exactly he / she wants to establish for this endeavor and launch to do it.
- What motivations a language learner has to start the FL learning process is something important. Maybe, the researcher may find the way how his / her

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subjects under study might become motivated, if they are not. Or even better to fasten the learning process of those who really are.

- The age factor is also crucial for the success or failure of the language acquisition or learning. Therefore, it is chief to bear in mind what age our students are and according to it research on the best methodology, approach, strategies and activities to follow to obtain a better result in the teaching-learning process.
- No everybody learn in the same way. Thus, the teacher should start soaking up the teaching and learning styles, as well as multiple intelligences. In this way he / she can come up with new strategies to improve his / her teaching practice and learning process.
- Language learners think that learning a target language is more meaningful if they learn it in a communicative way. Here there is a nice alternative for researcher to launch into this exploration to unveil a new theory, or strategies, or why not methodology or approach to reach this purpose.
- Oral Interaction is an awesome process when learners are (self)-encouraged to put it into practice. The way how it is performed can give researcher a wide range of opportunities to understand and conduct meaningful researches in his / her own educational context.
- Institutions generally have their own perception about the English-Teaching-Learning process. Teachers usually have their own, too. Students, in some cases, also have it. Thus, it would be interesting to see if there is a match or a miss match among those perceptions and especially how it affects the process.

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APPENDIX 1**CLASS OBSERVATION 1**

Classroom Observation N. 1	
Observation	No. 1
Place	Universidad Pontificia Bolivariana - Monteria
Subject	English
Level	Pre-Intermediate – (III)
Topic	Dos and Don'ts
Date	July 25 th , 2009
Time	8:00 a.m – 11:30 a.m.
Observer	Jhon J. Avila C.

At the very beginning, students turned a little nervous for the presence of the cameraman who was recording them. But as the time passed, they became more confident with the fact of being recorded while they were performing the different activities.

In the first day of observation, it was noticed that the teacher was waiting for his students at the door of the classroom. As students arrived, he greeted each one. He asked them for their health and where possible, he tried to give them a suggestion. When the class started, the teacher greeted everybody in general. Then, he started asking how they were that day. When someone manifested any problem or inconvenient, the teacher suggested a possible solution to him or her as it may be noticed in the first 18 turns of the class transcription below. After that, the teacher introduced the topic of the lesson they would be working during the following classes. In this first observation excerpt, 185 speaking turns took place. 81 of which were accomplished by the teacher and 104 by the students.

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Six stages or acts occurred in the first day of class observation.

First stage or act. Students' schemata activation. It goes from speaking turn 1 to the speaking turn 18.

Purpose. To activate students' schemata based on personal information.

Second stage. Presentation of the activity to be developed in the class. It goes from speaking turn 19 to 40.

Purpose. To match some problems with their solutions.

Third stage. Students' participation. It goes from speaking turn 41 to the speaking turn 91.

Purpose. To think of and tell the class a real problem.

Fourth stage. Problem and suggestion sharing. It goes from speaking turn 92 to the speaking turn 114.

Purpose. To tell a problem and give a solution or suggestion.

Fifth stage. Grammar explanation. It goes from speaking turn 115 to the speaking turn 177.

Purposes. To explain the use of the Modal verbs "Should" and "Must", and have students use them.

Sixth stage. Individual work: reading and writing.

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Purpose. To read and write solutions to some problems.

Class Observation Transcription 1

1 - T – Good morning

2 - Ss – Good morning teacher

3 - T – Hi Ana. How are you today?

4 - An - I'm fine. Thank you.

5 - T – Hi Pedro. How are you today?

6 - Pd – Good teacher. And you?

7 - T - I'm pretty well. Thanks for Asking. Hi My. How are you today?

8 - My – Not so good.

9 - T - Why? What's the problem?

10 - My - I'm worried because I have to do a homework and I don't finish.

11 - T – Well you have to take your time and try to finish it on time. Or ask your teacher more time.

12 - My – Yes. Thank you, teacher.

13 - T - Your welcome. Hi Carlos. How are you today?

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14 - Cr – I have a headache.

15 - T – Haven't you taken an aspirin or something for it?

16 - Cr - No.

17 - T – Maybe you should. Or even better you should go to the doctor.

18 - Cr – Yeah.

19 - T – Ok. Today we will be working on giving some suggestions to some problems. I'm going to write on the board some problems and some suggestions. You have to match the problem to the suggestion. Ok?

20 - L – excuse me teacher. What is suggestion?

21 - T - Suggestion? Who knows what suggestion means?

22 - Ss – In chorus: sugerencia, consejo.

23 - T – Ok. That's it. It means "sugerencia". Well. Let's continue. The first problem is: **I'm working 16 hours a day**. The second problem is: **I can't sleep**. The next is: (*The teacher started singing tan tan ta ta, tan tan ta ta*) **My ex-boyfriend is getting married**. And finally, the last problem is: **I've had a terrible toothache. A terrible toothache... for weeks**.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

And the suggestions are: A- **Don't drink coffee at night.** B- **Go to the dentist... Don't wait... Don't wait.** C- **Don't go to the wedding. Hey. This is your Ex. Your Ex that is going to get married. You are going to be at the church and...**

24 - S – And cry. And cry.

25 - Everybody – Laugh.

Here, before the teacher finishes giving the directions, one student interrupted him unexpectedly and complemented the teacher's idea with her own idea showing that she was tuned with the teacher and with the topic of the class. This situation once again made both teacher and students laugh revealing a nice class atmosphere. After this funny interruption or contribution, the teacher continued giving the instructions on how to perform the task.

26 - T - And the other suggestion is: D- **Talk to your boss.** Don't be afraid. If you work 16 hours, talk to your boss. It is too much work. On the contrary, on the contrary you will be sick. But, on the other side, if you talk to your boss, he might say "go away. We don't need you any more".

So, Ms, you. You are going to match both problems and suggestions. One suggestion matches with or corresponds to a problem. (Teacher pointed at the table, he previously had drawn on the board)

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Problem	suggestion
1 - I'm working 16 hours a day.	A - Don't drink coffee at night.
2 - I can't sleep.	B - Go to the dentist. Don't wait.
3 - My ex-boyfriend is getting married.	C - Don't go to the wedding.
4 - I've had a terrible toothache for weeks.	D - Talk to your boss.

27 - Ms – One and D.

28 - T – Ms. You read the problem and read the suggestion. Ok?

29 - Ms - I'm working 16 hours a day. Talk to your boss.

30 - T – Excuse me?

31 - Ms - Talk (she reads “*talk*” as it is written) to your boss.

32 - Ss - Talk (Ss correct the pronunciation)

33 - T – Don't pronounce “l”. say (tok). (tok). Ok? Talk to your boss. Continue, please.

34 - Ms - I can't sleep. Don't drink coffee at night. My ex-boyfriend is getting married. Don't go to the wedding.

35 - T – Ok. Yeah.

36 - Ms - I've had a terrible toothache for weeks. Go to the dentist. Don't wait.

37 - T- Well. Right. Now...

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38 - S – Teacher. I can say: I can't sleep... you should take coffee at night.

39 - T – Ah. Yes. You shouldn't. You shouldn't drink coffee at night. Later, I am going to explain it.

40 - S – Ah yes. Ok.

41 - T – Well, now in two American minutes, two American minutes. You are going to think of a problem. Think of a problem, a real problem that you could have. You are going to think of a real a problem you could have. Real. Ok? Real problem. Not imaginary. Two minutes. Don't write. Just think.

42 - Ss – Thinking.

43 - T – Ok. Do me a favor, please. Do me a favor. Re-arrange, re-organize the chairs. Like a round table... Hurry up... Quickly...

44 - S – Teacher?

45 - T – Yeah?

46 - S – I'm hungry. Let's have a break.

47 - T – Any question?

48 - S1 – I'm hungry, teacher.

49 - S2 – Me too, teacher. I'm hungry.

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50 - T – Later, we'll have a break. Ok. Now in... in four minutes. Exactly four minutes, everybody is going to say his or her problem. Ok? Right? In four minutes. Exactly four minutes. You. Begin. (teacher pointing at a student).

51 - S3 – I...eh...(inaudible utterances)

52 - T - excuse me? I can hear you. I don't understand you. Please speak loudly.

53 - S3 - I wake up early.

54 - T – I wake up early? Is that a problem?

55 - S3 – Yes. I wake up early... I have sleep.

56 - T – Are you sleepy? Are you sleepy?

57 - S3 – Yes. I'm sleepy

58 - T - Ok. You, L. What's your problem?

59 - L – I'm hungry.

60 - T – Mt. Your problem.

61 - Mt - Get up early

62 - T – You can't wake up in the morning? That's the problem? Are you a lazy girl?

63 - Mt – Yes.

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64 - T – Ok. Let's continue. Teacher pointing at another student.

65 - S4 –(unintelligible sentence)

66 - T – Sorry. I can't understand you. I can't hear you. Repeat please.

67 - S4 - I'm losing weight.

68 - T - Are you losing weight?

69 - S4 – Uh-huh.

70 - T – You.

71 - S5 – I'm tired.

72 - T – You are tired? Ok. One minute. Your problem.

73 - S6 - (unintelligible sentence).

74 - T – I don't hear. I don't understand. Repeat.

75 - S6 - Dormi..

76 - T – No Spanish. No Spanish.

77 - S6 – I can't sleep.

78 - T - Ok. Your problem.

79 - S7 – I don't have money.

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80 - S8 – I have problems to sleep.

81 - S9 – He has hangover.

82 - S10 – I don't have time to do all that I have.

83 - T - Exactly

84 - S11 – I can't speak Spanish in class.

85 - T – That's a problem. She can't speak Spanish in the English class. Right.
Good.

86 - S12 - I have to study for an exam.

87 - T – Poor Ch.

88 - S13 - I can't to travel.

89 - T – I can't travel. You can't travel?

90 - S14 – I lost my job.

91 - S15 - I have a bad backache.

92 - T – Well. Now, you have to think about what you have said. About your problem. Now, the students that I point out first express his or her problem. The students that I point out second... secondly give a suggestion for the problem. For example, If Sm sais... eh... for example: "I can't sleep", you have to say: "You

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don't have to..." or "you have to..." or "you should..." or "you shouldn't..." Do you understand? Got it or not?

93 - Ss - Yes.

94 - T – Ok. Let's see...

95 - S11 - I can't speak Spanish in class of English.

96 - T – Laughing... Ok. Well. Suggestion.

97 - S7 – You have to try to talk more English. You have to speak in English and forget Spanish.

98 - T – Yeah, yes, yeah.

99 - S11 – Thank you.

100 - L – Teacher my problem. I'm hungry because I have a bad teacher.

101 - T – Yes. Yes.

102 - L – In the face. In your face.

103 - Everybody – laughs.

104 - T – Ew. Your suggestion, please.

105 - Ew – You should talk with your teacher and tell him give you some time to eat.

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106 - T – Mc. Your problem, please.

107 - Mc – I'm so tired.

108 - T – Os. Your suggestion.

109 - Os - Relax.

110 - Everybody – Laugh.

111 - T – Ok. So, now you are going to have...

112 - Ss – A break.

113 - T – A break. Twenty American minutes.

114 - Ss – Nooo...

115 - T – Well...let's see some Modal verbs. "Should" and "Must" are modal verbs... modal verbs help another verb to transform the tense or something like that. Ok? That is the purpose of the modal verbs. What we are exactly going to do is to concentrate our attention on the use of "Should" and "Must". Later, in the material... section four, activity section four where expressing problems and also expressing suggestions.

We usually use "Should" when we want to give an advice. If I want to give you my advice, I use "Should" ok? Give advices... giving advices or suggestions.

116 - S11 – What means "advice"?

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117 - T – Yeah... For example, for example: ahh... you... you are not very well in the English class. You are not pretty well. You are not paying attention to the English class. You don't listen to the teacher. You don't pay attention to the teacher. That is the problem. My advice is: "you SHOULD pay attention... You should pay attention to the teacher because... because when the teacher speaks... he expresses some important things. You SHOULD look at what the teacher is writing on the board. You SHOULD listen very carefully to what the teacher says. Etc. Ok? It is one advice. And, on the other side "Must" "Must" is stronger. It's stronger than "Should".

Ok. Now let's continue with the activity we were doing before going to the break. Remember, this time you use "Should" and "Must" or "Shouldn't" and "Mustn't".

Well repeat the problems that you expressed. And now, the student that I point out first... The student that I point out first... What is point out in Spanish?

118 - Ss – Señalar

119 - T – The student that I point out first expresses a problem. And the student that I point out secondly expresses a suggestion. But, in this suggestion he has or she has to use "Should". Ok? You use "Should". Your problem

120 - S5 – I'm tired. That is my problem.

121 - T – Pointing out another student.

122 - S16 - You should sleep more.

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123 - T – Your problem. Pointing out another one.

124 - S7 – I don't money.

125 - T – I don't money?

126 - Ss – I don't have money.

127 - S7 – I don't have money.

128 - T - I don't have money. I don't have money. Suggestion.

129 - S17 – You should work at the weekends to earn some money.

130 - T - Your problem. Listen to W... W's problem.

131 - W – I wake up early. I wake up early.

132 - T – Wake up early. He says that his problem is that he wakes up early. I consider that it is not a problem but for him yes it is. But... ok the suggestion. Ch.

133 - Ch – I don't listen.

134 - T – You don't understand? Ok. Ask him. Ch, ask him.

135 - Ch – Repeat.

136 - W – I wake up early.

137 - Ch – You should sleep more in the afternoon.

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138 - T - In the afternoon?

139 - Ch – No. No. In the night.

140 - T - In the night?

141 - Ch – No. No. At night.

142 - T - At night. At night. Your problem.

143 - S18 – I don't have money.

144 - Ss – The same problem. And laugh.

145 - T – Well, I think that's the problem for most of the class. The suggestion.

146 - S19 – Repeat.

147 - S18 – I don't have money.

148 - S19 – Work. You should work.

149 - T – Where. Where?

150 - S19 – Work in the supermarket.

160 - T – Your problem.

161 - S20 – I'm hungry.

162 - T- You didn't eat in the break? You don't have money?

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163 - S20 – No.

164 - T - Ok. Your suggestion.

165 - S21 - You should...

166 - T - If he is hungry. He should...

167 - S21 - You should eat in the break.

168 - T - You should eat in the break. Right. Your problem.

169 - S22 – I eat many things.

170 - T - I eat many things? He eats many things. Your suggestion.

171- S7 – You should eat many fruits and... milk, and everything.

172 - T – Everything?

173 - S7 – Ah No. No. everything no. many fruits and milk “deslactosada”

174 - T – Your problem.

175 - S23 – I can't wake up in the morning.

176 - T – She can't wake up early. Suggestion, L.

177 - L – You should take a shower.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

178 - T – Now please in twenty, in twenty American minutes. Twenty American minutes. You are going to take your books on page... fiftyyy...sixty...on page sixty. You are going to develop two activities. This one (*the teacher pointed out the activity in the book*) activity number three. You are going to develop it. Observe that here appear some problems. You are going to give advice to each one of them. Give a solution. Give a suggestion to each problem. After that, after that the second part, you are going to read here (teacher points out the activity in the book) and make at least four sentences, four sentences with this topic. Solutions here are for the sentences. In twenty-five, no in twenty minutes. In twenty minutes. You can write them. First, you write the suggestion, solutions to the problems in the first part. In the solution you use “Should” for giving advices. After that, you should write four sentences using this information.

179 - L – Teacher in groups?

180 - T – No. it is individual.

181 - T – You have to write because you are going to read. Right? You are going to read the sentences. As soon as I point out, you have to read.

182 - L – Teacher. What is the meaning of “overweight?”.

183 - T – Gives the meaning by using body language.

184 - L – thanks.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

185 - T - *(After some minutes, the teacher said)* Ok. You finish this activity at home. But, you should hand it in next class. Besides, I want you to think about your problem or another one. But this time, I want you to elaborate it a little more. That is, explain why your problem is a problem. Maybe causes and consequences. Ok? Let's finish here. See you next class. Have a nice weekend. Bye.

With this final instruction the teacher finished the class around 11:30 A.M. the students looked a little tired and hungry. However, they left the classroom with a great sense of satisfaction of having had an excellent class.

CLASS OBSERVATION 2

Classroom Observation	
Observation	No. 2
Place	Universidad Pontificia Bolivariana - Monteria
Subject	English
Level	Pre-Intermediate – (III)
Topic	Dos and Don'ts
Date	August 1 st , 2009
Time	8:00 a.m – 11:30 a.m.
Observer	Jhon J. Avila C.

The second class observation took place a week later, that is to say, the following Saturday. The teacher arrived before 8:00 A.M. First, He was sitting at his desk waiting for his students to arrive. As students arrived they greeted him. Some students just said hello, or good morning. Other students shook hands. Some

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

ladies greeted him with a kiss in the cheek. Then, he stood up and headed to the door where the late comer students greeted and apologized for being a little late.

After ten or fifteen minutes, the teacher started the class. In the extract of this lesson, 157 speaking turns took place. 72 interventions were performed by the teacher, and 73 by the students.

Four stages were identified in this class.

First stage. Task assignment review. It goes from speaking turn 1 to 59.

Purpose. To check the activity assigned for that class.

Second stage. Personal reflection about some situations presented in the book. It goes from speaking turn 60 to 95.

Purpose. To have students think about and share their reflections about the topic being dealt in class.

Third stage. Listening activity. It goes from speaking turn 95 to 151.

Purpose. To listen and complete with the missing information.

Fourth stage. Explanation of the homework assignment. It goes from speaking turns 152 to speaking turn 157.

Purpose. To explain and assign homework to be checked the next class.

Class Observation Transcription 2

1 - T – Good morning everybody.

2 - Ss – Good morning teacher.

3 - T – Today, we are going to continue talking about your problems and giving some solutions or suggestion. Last class, I asked you to think about your problem and elaborate it a little bit more. Remember? Well, the person I point out should immediately say his or her problem, but you should explain why that is a problem for you. Then, the person I select should give a solution or suggestion. So pay attention to what your partners say. Ok? And think fast in a suggestion. Let's start... uhmm...

4 - T – El. Hi how are you today? Why are you wearing sunglasses?

5 - El – Teacher, I have conjunctivitis.

6 - T – Have you gone to the doctor, yet?

7 - El – No.

8 - T – Well I think you should visit the doctor and tell him what your problem is. He may recommend you what to do or take.

9 - El – Ok, teacher. Thank you.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

10 - T – Your welcome. Excuse me... would you remind me your name, please?

(Here the teacher pointed at a student with his hand and asked his name)

11 - S – Mi.

12 - T – Mi... tell us your problem?

13 - Mi – No answer

14 - T – Your problem. Can you tell me your problem, please?

15 - Partner – Your problem! *(The partner sitting next to him tried to help both the teacher and his partner by repeating the teacher's questions)*

16 - Mi – No answer

17 - T – Don't you have problems? Well lucky you. Ok. Think about a problem and tell me later. Ok?... Sm, do you have any problem?

18 - Sm – My problem is a workshop of "ecuaciones" and I can't be with my family...

19 - T – You can't be with your family.

20 - Sm – Yes.

21 - T – Right. Why?

22 - Sm – Because it is Saturday.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

23 - T – Where does your family live?

24 - Sm – Eh... What?

25 - T – Where does your family live?

26 - Sm – Live ... in Montelibano

27 - T – In Montelibano. That means you are from Montelibano. Are you here alone?... You are here alone? Or with another...

28 - Sm – With my uncle.

29 - T – Ok. You live with your uncle. Ok. Right. So, this problem has solution, too. So, you should ask the teacher: teacher, I need to travel to Montelibano on Saturday. And the teacher will say...

30 - Ss – Nooooo.

31 - T – Nooooo. Ok. LF your problem.

32 - LM – I can't speak.

33 - T – Ahh... the old "truco". My problem is that I can't speak.

34 - Ss – laugh.

35 - T – It is a good problem. Yeah... Ok. Jr, your problem.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

36 - Jr – For example, I was walking or riding bicycle and a motorcycle... past fast... entonces in the corner... eh... the man of the motorcycle kill another and you run...

37 - T – Run away...

38 - Jr – Yes. You run away...

39 - T – Well. That is not a problem. This is a murder...

40 - Ss – Laugh.

41 - T – Mn, tell us your problem.

42 - Mn - I don't have problems.

43 - T – You don't have problems. Totally happy. Ok. Jv. your problem

44 - Jv – I don't have any problem...

45 - T – Ah yeah?

46 - Partner – That is a lie. He is a liar.

47 - Jv – Well, I have a problem. Last Saturday... last week I... I was sick. I had eh... Now I am "recuperando"?

48 - T – Yeah. Recovering.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

49 - Jv – I'm recovering of that. And I... don't feel good. I feel... I don't have the same power... that I had in the past.

50 - T – Ok. You really have a problem with the teacher. You really have a problem with the teacher. You didn't attend to class on Saturday. So it is a big problem.

51 - Jv – I was sick.

52 - T – So are you going to give me an excuse, now?

53 - Jv – No. But... I'm going to...

54 - T – Right. Very well. Ahh... L. What's the problem? Or you don't have?

55 - L – Yes! I wanted to go to Medellin last Saturday. But, I can't. because I have English class.

56 - T – I am guilty of everything that happens here. Guilty of everything. I wanted to go to Montelibano but I couldn't because of English class. I wanted to go to the "Floppy" restaurant but I couldn't because of the English class. I am...

57 - L – Finish class for Christmas present.

58 - Ss – Laugh.

59 - El – You should say the teacher. But the teacher says NO!

60 - T – Yes. Of course. Ok. Well. Now please, you are going to look at...in one, two, three, four, five minutes, five minutes, you are going to look at page 63. What

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

do you think? You think and reflect. You think and reflect. If you want to take notes just do it. But if you don't want it, don't do it. You are free. Five minutes. What do you think?

61 - Ss – Working individually on the activity assigned by the teacher.

62 - T – Ok. Let's talk about the questions you were thinking and reflecting. Sb., can you help me please?. Come here. You are going to select some classmates and ask them the question we have on page 63. The person or persons that Sb. selects should answer the question. Right?... You got it?... Or not? So, Sb., start!

63 - Sb – Jm, what do you think about people who usually use cellular phones in public?

64 - Jm – I think that people use cell phones in public are very... eh...

65 - T – Impolite?

66 - Jm - ...I don't remember.

67 - T – Is it ok... is it polite to talk... for example, if I receive a call now... is it polite..."Aha bueno. Entonces mija. Y ya... que va a preparar de almuerzo? No si ombe. Eche.. aha. No yo compro la yuca ahora. Bueno pero nos vemos más tarde". Is that polite?

68 - Ss – Nooo

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

69 - T – So, there are many people who do that. They are speaking by cell phone... and they are practically talking with the rest of the people. That is not polite. If you are going to have a private conversation, go out and try to speak low. Try to speak low. Suppose that eh... in a church. You are in the church. In the church and your cell phone rings... Aha!!!...in the church. “Ahaa! No ombe estoy en la iglesia ahora. Espérate, yo te llamo más tarde”. Is that polite?

70 - Ss – It is impolite.

71 - L – If you are in the iglesia, No!

72 - T – It is terrible! Ok. Continue.

73 - Sb – El the second.

74 - EI – The second?

75 - Sb – Yes, the second.

76 - EI – Eh... the people... the people... talk for cell phone every time.

77 - Sb – Eu. Do you think older people should act their age?

78 - Eu – I think that they should be eh..... you have for example forty,... you have humm... how do you say “maduro”

79 - Sb - I don't know.

80 - T – Mature.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

81 - Eu – You should be mature. You can think in leave home.

82 - S – Teacher, I don't understand the... the last question.

83 - T – The last question? You didn't understand the last question? He says that he didn't understand the last question. Can you explain him?

84 - Sb – Uhhh... eh... No. I don't understand it.

85 - T – You don't understand... “You have to be cruel to be kind” What do you understand for it?... Yes?

86 - Jr – “Allí dice que hay que ser bueno para ser malo”

87 - T – Excuse me?... What do you think? He says “hay que ser bueno para ser malo”

88 - Ss – Nooo.

89 - T – No. No. Que quiere decir eso. “You have to be cruel to be kind”

90 - Ss – No answer.

91 - T – “A veces hay que ser duro para ser amable”.

92 - Jm – Teacher... eh... the love of a girlfriend and... eh boyfriend that are very, very... love.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

93 - T – Uhmm... well. “esa expresión se refiere más que todo a que hay que ser así... para que las cosas funcionen...

94 - Jm – Maduro!

95 - T - ...Hay que ser estricto. Si yo por ejemplo exijo que vengan y les digo hay que venir a clases porque voy a coger nota y el que no venga tiene su cero. Hay que cumplirlo. Por ejemplo lo que pasa en la casa... a veces tengo que ser estricto, duro para que las cosas funcionen. Si no se es estricto, si no se es duro las cosas no salen... Ok. Right. Thank you. Thank you Sebastian. Thank you very much. Well now, we are going to do a listening. What you are going to do is page 62 – 63. I am going to play the CD and... in the first time, the first time that you listen you are going to complete... you complete the information. You fill the gaps. You fill in the gaps. Ok. Here we go...

The teacher played the CD three times in order for students to be able to complete the activity. When students finished completing the task, the teacher verified it by asking for some volunteers to read it out.

96 - T – Ok. Now we are going to complete the information. Any volunteer? Ok. Go ahead, Mo.

97 - Mo – Live abroad.

98 - T – Ok. Live abroad.

99 - Mo – Write poetry.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

100 - T - Write poetry.

101 - Mo – Act your age.

102 - T – Excuse me?

103 - Mo – Act your age.

104 - T – Act your age.

105 - Mo – Take responsibility for your fault.

106 - T – Ok.

107 - Mo – Have to be cruel to be kind.

108 - T - Have to be cruel to be kind. To be cruel to be kind. Right.

109 - Mo – Stop being silly.

110 - T – Ok. Stop being silly.

111 - Mo – Stay in bed.

112 - T – Stay in bed. Yes.

113 - Mo – Take your time.

114 - T – Take your time. Ok.

115 - Mo – Don't know...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

116 - T – Excuse me?

117 – Mio - Don't know...what... you...

118 - T – Don't know... what you've missed. Ok.

119 - Mo – Don't know what you've missed.

120 - T – Right.

121 - Mo – Give up your job.

122 - T - Give up your job. Give up your job.

123 - Mo – Have a talk with someone.

124 - T – Is it ok?

125 - Ss – Yeah.

126 - T – It's ok. Well now let's read the second list. L now you read the second list, please.

127 - L – Alarm clock. Movie star.

128 - T - Movie star.

129 - L – Traffic light.

130 - T - Traffic light.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

131 - L – Credit card.

132 - T - Credit card.

133 - L – Ice cream.

134 - T - Ice cream.

135 - L – Sun glasses.

136 - T - Sun glasses.

137 - L – Coffee break.

138 - T - Coffee break.

139 - L - Please... Raincoat.

140 - T – Raincoat.

141 - L – Hairdryer.

142 - T – Hairdryer.

143 - L – Sunset. Earring.

144 - T – Sunset. Earring. Ok.

145 - L – Can opener.

146 - T – Can opener.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

147 - L – Bookcase.

148 - T – Bookcase.

149 - L – Rush hour.

150 - T – Rush hour.

151 - L – Cigarette lighter and earthquake

152 - T – Ok. That is correct. Now... now please, you go to page 65 and complete the exercise number two. Exercise number two. The instruction says: "put the sentences in the correct order". So you are going to organize the sentences according to the... to the correct logical order. So, the number one is: "I didn't feel very well". So, you continue. You put the number two, number three, number four, number five, etc. five minutes...

Ready? No problem?

153 - Ss – Nooo.

154 - T – Ok. Next class we'll compare the sentences. Besides that, you are going to think in a problem. A health problem. You should tell me your problem and I am going to take the role of a doctor and give you some suggestions. Ok? You got it?
No problem?

155 - Ss – Nooo.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

156 - T – Alright. So see you next class. Have a nice weekend. Bye.

157 - Ss – Bye...

At around 11:30 A.M., the teacher finished the class, but not before assigning a task to be prepared before hand and be carried out in the next session.

CLASS OBSERVATION 3

Classroom Observation	
Observation	No. 3
Place	Universidad Pontificia Bolivariana – Monteria
Subject	English
Level	Pre-Intermediate – (III)
Topic	Dos and Don'ts
Date	August 8 th , 2009
Time	8:30 a.m – 11:30 a.m.
Observer	Jhon J. Avila C.

By the time the video recording was started, both the teacher and students had already begun the class. Thus, the beginning (the first 15 or 20 minutes) of the class was not registered. Nevertheless, what follows below is what was possible to record. During the break, the teacher was asked what he had done at the beginning of the class. He reported that he had just checked the exercises of the previous class, that is to say, the one in which students were expected to put in order the sentences.

In this transcription of the third class observation 287 speaking turns were transcribed in total, 145 of which were accomplished by the teacher and 142 by the students. It is also important to highlight that the teacher finished this unit around

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

10:30 A.M. and immediately started the next unit. The first 211 speaking turns correspond to the first unit observed. The 76 left, out of the 287, correspond to the second unit.

In the first part of the class, that is to say, the first unit, three stages were found.

First stage. Homework assignment review. It goes from speaking turn 1 to the speaking turn 156.

Purpose. To check the homework assigned the previous class. To play the role of a doctor (the teacher) and patients (the students), and to share information.

Second stage. Teacher's reflection. Speaking turn 157.

Purpose. To advice students to prepare the assignments before the class.

Third stage. Questions and opinions. It goes from speaking turn 158 to 211.

Purpose. To ask questions to the students and to learn their opinions about doctors in the city.

Class Observation Transcription

.....

1 - T – Well now let's continue with the next activity. But before that please make a round table... Ok. Now let's suppose you are sick and visit the doctor. The doctor it's me. You should tell me your problem and I'll give you a piece of advice, ok?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

Forget that I'm your teacher. Now I'm your doctor. So let's start. Ag., what's your problem?

2 - Ag – I have a sore throat.

3 - T – Sore throat?

4 - Ag – Yes. A sore throat. My glands are swa... swallowed.

5 - T – Your glands are swallowed?

6 - Ag – Yes. I have a temperature, fever.

7 - T – You have a high temperature. A high temperature. That is why you have fever. That's it?

8 - Ag – Yes.

9 - T – Maybe it is a virus... virus. You have to rest, to rest, and drink a lot of water... and take an aspirin. It's simple. It is not complicated. But you have to stay in bed for two days, two days. Don't come to English class. Ok. El.!

10 - El – I can't see.

11 - T – He can't see.

12 - El – Hi doctor. I'm pretty sick. Can you help me?

13 - T – Yep.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

14 - EI – I have a little problem in my eyes.

15 - T – I see that you are wearing glasses... sunglasses...today.

16 - EI – I'm flu, and pain in all my body.

17 - T – Ok. So all your body aches. All your body aches.

18 - EI – I am stressed for my throat because I don't sleep... and I don't drink alcohol and nothing. I am a person active and I like play... I like playing golf every weekend and...

19 - T – Yes. Yes. Yes. You have a problem. Hey L. don't worry. So I want to know what's the matter with you. What's the problem that maybe you have right now. So, as I can see you have a problem with your eyes. It is a virus that has contaminated. So, I am going to give you a prescription. You have to use some drops. Understand? Drops, ok? In order to clear... for clearing your eyes. Right? Well. Very well... JD. Where are you JD.

20 - JD – How are you?

21 - T – I am very well. Thank you. Fine.

22 - JD – Teacher...

23 - T – I'm not a teacher. Remember? I am a doctor.

24 - JD – Are you a doctor?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

25 - T – Yes.

26 - JD – Doctor, doctor... I feel a... pain in my kidney right. Eh... I have several...
eh I have a... I have a kidney infection.

27 - T – Excuse me?

28 - JD – I have a kidney infection.

29 - T – A kidney's infection. Ah yes. How do you know that you have a kidney's
infection?

30 - JD – What?

31 - T – How do you know that you have a kidney's infection?

32 - JD – The exams.

33 - T – Ahh. You took some exams. Aha. Ok.

34 - JD – Teacher...

35 - T – I am not a teacher. I am a doctor.

36 - JD – Doctor, I have eh. I have...

37 - T – What happen when you are going to have a leak?

38 - JD – What?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

39 - T – What happen when you are going to take a leak? When you are going to take a leak? When you go to the bathroom?

40 - JD – Ah... yes. Yes... Normal.

41 - T – Normal?

42 - JD – Yes.

43 - T – Ok. Right. Maybe it's the prostate. No. You are very young. Anyway, I'm going to order you some other exams. In order to be sure that it is a kidney's infection. Ok? Right. Meanwhile drink lot of water, a lot of water in order to evacuate that infection. Ok? Nt. Where is she?

44 - Ss – She isn't here.

45 - T – Kr?

46 - Kr – Excuse me teacher?

47 - T – Yes. It's your turn. Are you prepared?

48 - Kr – I don't know what you are doing. I just arrived.

49 - T – No? well. Pm.? Hello Pm. How do you feel today?

50 - Pm - I'm sick.

51 - T – Why?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

52 - Pm -

53 - T - Excuse me? Can you speak a little bit louder, please?

54 - Pm – My nose is running... all the time.

55 - T – Your what?

56 - Pm – My nose is running all the time, and sometimes I have a temperature. I feel sad... I want to sleep but I can't.

57 - T – You want to sleep but you can't. Right, but you are... your nose is running all the time, all the time?

58 - Pm – Yes!

59 - T - Ok. So you have to be dehydrated. So you have to take a lot of water. Try to drink orange juice. Orange juice and some aspirin, ok? Some aspirin. You are going to call me doctor aspirin. Doctor aspirin. Ok. And try to be in bed, stay in bed for two days. Don't come to English class. Ok... Cl.?

60 - Cl – Hi doctor?

61 - T – Hello Cl.?

62 - Cl – I think I don't feel very well.

63 - T – Uhm...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

64 - CI – I am sleepy. I am sick. I have some symptoms as fever, sore throat, yes?

65 - T – Yeah.

66 - CI – I came here for prescribe some pills and exams in the laboratory.

67 - T – Uhm. Alright. How do you know that you have an infection? Did you take any exam at the laboratory?

68 - CI – No.

69 - T – No. Ah well so you said you had an infection? It is the exam that says that you have an infection or not.

70 - CI – Yes. Sore throat.

71 - T – Maybe sore throat. Have you suffered of glands before?

72 - CI – Yes.

73 - T – Your glands are swallowed now? Are they swallowed? The glands are wallowed? Ok. Right. Well. Maybe it is an infection as you have said. Maybe you have to take some exams after that. Ok?

74 - CI – Ok.

75 - T – I'm going to give you an order in order to go to the laboratory...

76 - CI – Ok.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

77 - T – And bring me the exams next week. Ok?

78 - Cl – Yeah.

79 - T – Well. Eh. Is not here? Ah... you are there.

80 - Eh – Good morning doctor.

81 - T – Good morning Eh.

82 - Eh – I have been not listening because I have a terrible headache and I have a sore throat and all my body hurts.

83 - T – All your body aches. All your body aches. Ok. All your body aches. Before it, have you felt anything else? Before that? No? have you felt very well before?

84 - Eh – Around thursday... four days ago.

85 - T – Four days ago. Maybe it's the same that they have said. It is a virus.

86 - Eh – Amigdalitis..... I try to throw up.

87 - T – The same. Try to stay in bed for two days, rest, drink liquids and aspirin.

88 - Ss – Laugh.

89 - T – Ok. Dn.

90 - Dn – Good morning doctor.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

91 - T – Good morning Dn.

92 - Dn – I don't really very well. I feel... ah I have fever. I have headache and backache. I think that's the flu... and...

93 - T – That is what you think. You think it is the flu. Your nose is not running?

94 - Dn – No.

95 - T – No?

96 - Dn - I think that it's an infection, maybe.

97 - T – Maybe. Right. So did you take any exams, before?

98 - Dn – No.

99 - T - The same. I'm going to give you some exams for the lab and with the exams I will give you a prescription. Meanwhile drink liquor, water and aspirin. Ok?
Very well.

100 - L – Dr. "Aspirin"

101 - T – Dr. "Aspirin".

102 - T and Ss – Laugh

103 - T – Sm.

104 - Sm – Hi doctor. How are you?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

105 - T – Very well Sm.

106 - Sm – Doctor I came here today because I think I don't feel very well. I have headache, a lot of pain... eh... pain in the articulation and... "AD"... "AD"...

107 - T – Earache. Earache.

108 - Sm – The pain in the articulation appear when... it's...

109 - T – It's cold.

110 - Sm – No. when wash dish. Wash dish.

111 - T – Ah when washing dishes.

112 - Sm – Yes. When I'm stand up a lot of... a lot of time...

113 - T – Yes.

114 - Sm – In general I work... hard work.

115 - T – Very well.... Try to tell your mother that don't tell you to wash the dishes. This is the situation. Mother I can't wash the dishes because when I wash the dishes I feel bad in my articulations. So, stop that work. And secondly come on again, come on again next week with the exams that I'm going to give you right now, right? Go to the laboratory, take the exams and you show them to me and I will give you a prescription next week. Ok? Meanwhile, stay in bed, drink water and take an aspirin. Ok? Well. LM?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

116 - LM – Hello?

117 - T – Hello?

118 - LM – Dr. I feel very bad. I have... I have stomachache.

119 - T – Aha... That's why you arrived so late eh. Because of the stomachache...

120 - LM – Yes. I have headache. I have the flu. I can't sleep very well... I passed in the bathroom.

121 - T – All the time?

122 - LM – Yes.

123 - T – Every time that you go to the bathroom... eh...maybe you have diarrhea, diarrhea. Do you have diarrhea?

124 - LM – No.

125 - T – No diarrhea. No diarrhea?

126 - LM – No... laugh... well...

127 - T – If you go to the bathroom every moment, all day going to the bathroom... you have diarrhea.

128 - LM – But going to the bathroom vomiting

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

129 - T – Ah... throwing up. Throwing up. You are throwing up all the time. Nauseas. You feel nauseas, nauseas. Right. Ok. Maybe...

130 - Cs - He's pregnant.

131 - T – Maybe. Laugh... Cs is another doctor. He says that he is pregnant.

132 - Ss – Laugh.

133 - T – Jm. Isn't here? Mi? He hasn't arrived, yet?

134 - Ss – Nooo.

135 - T - Eu

136 - Eu – Hi.

137 - T – Hello, Eu

138 - Eu – Doctor. I have an inflammation in my glottis. That start with two days. I have headache. But I think it isn't tonsillitis... tonsillitis because I don't ... I don't have high temperature.

139 - T – High temperature. High temperature. Right. Your nose is not running?

140 - Eu – No.

141 - T – No? diarrhea. No diarrhea?

142 - Eu – No

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

143 - T – No? No nauseas? No nauseas?

144 - Eu – Maybe nauseas.

145 - T – Maybe nauseas. Right? Do you think you eat anything special yesterday?
Different from...

146 - Eu – No. But I was traveling to Bogota.

147 - T – Bogota... ah... maybe it could be the change of climate... the change.
Right. Well, but any way take an aspirin. Ok? Fb. hasn't arrived? JC hasn't arrived?

148 - JC – Here.

149 - T – Ah.

150 - JC – Hello. Hello.

151 - T – Hi Sr.

152 - JC – I don't feel very well. Temperature up, sore ear, sore throat. I have
diarrhea.

153 - T – Diarrhea. Diarrhea.

154 - JC – Diarrhea. I keep to the bathroom....

155 - T – Right.

156 - Dn – Teacher, "yo" please...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

157 - T – Well. Wait a minute... Wait a minute... Well. One important think as a conclusion... as a conclusion of the activity... remember the last thing that is important... really important: “when I ask you to prepare an activity, you have to. Ok? If I ask you to prepare an activity, you have to prepare it. Don’t prepare it just two minutes before starting the class because this is not the idea. What is the idea of this kind of activity... it is to practice your speaking. The most you speak, the most I listen from you. Ok? The most you speak, it’s the most that I listen from you. But if you speak just one second, if you just speak two words, it is not speaking. Ok? What I really want you to do is: speak, speak, speak and speak. This is the purpose, or the objective of this kind of activities. Do you understand? So, for next classes, or next activities please, please prepare, prepare in advance before starting the class. Prepare before the class. Don’t do it as a high school student that is..., look at the teacher. The teacher is coming. I am going to do it right now... No. just do it because you are conscious, you are conscious that you need it. And that this is a practice for improving, for improving your speaking. Ok? It is a practice for improving your speaking. For example, if I ask: hi... how do you feel. Answer this question. We are talking about illness... and you say: I’m ok. Maybe you make some mistakes. But the idea is that you speak. It doesn’t matter if you make mistakes. It doesn’t matter, now. So, you’ll be very proud because you are preparing in advance. But don’t do the things just for passing through. No. This is not ok. Ok. Very well... Dn, when you go to a doctor... well... I mean: when do you go to the doctor, Dn?

158 - Dn – I go to the doctor when I’m bad.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

159 - T – Ok. You go to the doctor because you feel bad. But when you start speaking with the doctor,... what is the first thing you tell him: the illness or the symptoms?

160 - Dn – The symptoms.

161 - T – The symptoms. For example?... Give an example.

162 - Dn – The last night I was in a children's party and I eat a lot of candies.

163 - T – Ate. Ate because it's past.

164 - Dn – Ate. Ate a lot of candies. When I feel bad my stomach...

165 - T – Felt.

166 - Dn – Felt bad my stomach, nauseas... uh huh.

167 - T – After you talk to the doctor...when you speak to the doctor, what does he usually do? The doctor, what does he usually do?

168 - Dn – I hope that the doctor examine me.

169 - T – Excuse me?

170 - Dn – I hope that the doctor examine me. Examine me.

171 - T – Yes. Examine... hum... examine... But the doctor asks you questions?

172 - Dn – Yeah.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

173 - T – Yeah?

174 - Dn – A lot of questions.

175 - T – A lot of questions?

176 - Dn – But not here.

177 - T – Not here. Not here in Monteria?

178 - Dn – No questions. Nothing because doctor here in Monteria is bad.

“Acetaminofen”...

179 - Ss – Laugh.

180 - Dn – “Ibuprofeno”...

181 - T – Hey... hey... hey...

182 - Dn – “Amoxacilin”

183 - T – Hey... hey... hey...

184 - Dn – Aspirin...

185 - T – Hey... hey... hey...

186 - Dn – The doctor here in Monteria.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

187 - T – Ok. Well. Maybe the problem is doctors are ok... Doctors here in Monteria are ok. The problem is, I think, the problem is lack of communication. Lack of communication.... Lack of communication. Lack of communication. “falta de comunicaciòn”. I was really... really surprised... surprised the first time that I visited a doctor here in Monteria, and I arrived to his office and I said: good morning doctor, and the doctor was writing. Ok. And he continued writing without look at, look at me, looking at me in the face. So I said again: good morning doctor! And he said: “Sientate ahì” that was what he said “sièntate ahì”, but without... watching my face! And he continue. And I said: doctor I am talking to you. And he said: “espèrate” “espèrate”. And I decided, I decided to say him again: doctor thank you. Thank you. I am going to another doctor. I am going to look for another doctor. It is impossible to talk to you. How if you don’t look at me, it is impossible to tell you what my problems are. Right? How are you going to give me a prescription? How are you going to tell me what is going on in my body? Impossible. Right? So, I think, because I have visited other doctors in Medellin and when I say that I am coming from Monteria, they say but in Monteria there are many good doctors, a lot of good doctors. But they are ok, doctors are ok when they are studying in Medellin. But when they arrive here in order to work they don’t think in the sick people, sick people also need help. They think in their house... in the farm, ok? L, You wanted to say something...

188 - L – It is not lack of communication!

189 - T – Excuse me?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

190 - L – It is lack of education.

191 - T – Ahh... she says it is not lack of communication. It is lack of...

192 - L –Education.

193 - T – Lack of education... If you arrive here and you say good morning teacher, I say good morning.

194 - L – Yes! Of course!

195 - T – Of course...If I arrive here, I have to say good morning.

196 - L – Look at my face... And smile!

197 - T – And smile... good morning hahaha... Ok? This is the problem. Well. Gr. Do you frequently visit the doctor?

198 - Gr - Sometimes.

199 - T – What is your opinion about this situation, here? Your opinion about that.

200 - Gr - When I go to the doctor there is bad communication because they don't speak.

201 - T – So, doctors...

202 - Gr - La "receta"?

203 - T – Prescription

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

204 - Gr - The prescription is not good. And the exams, they don't speak with the sick.

205 - T – They don't speak with the sick. Ok. Gy. What is your opinion?

206 - Gy – About what?

207 - T – About doctors.

208 - Gy – I think that most doctors are bad, but some ones are good. But some of them don't pay attention to the problem... or look at the face... in front of them

209 - T – Yes. Some are good, of course. But most of them are not really interested in their patients. They are pretty interested in the money, in how many patients I am going to attend today. Yeah? Right?

210 - Gy – Quickly.

211 - T – Yeah. Quickly. I've got ten minutes for you. Ten minutes for you. Ten minutes for you. And finally, at the end of the day they say:.. ah well today I got twenty patients, or I got thirty patients or more. I'm going to receive such an amount of money... So, it is a reflection for everybody. Remember that it is good to be a professional, but it is better to be a good professional. Right? It is good, it is ok to be a professional, but it is better to be a good professional. Not just the title. I am an engineer, but... I am an architect, but... are you really a good Architect? Are you really a good Engineer? Are you really a good Economist? Psychologist?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

Teacher? Doctor? Ok. Time to go to... time to go to "Places". Open your books, please on page sixty-six. Sixty-six... "Going Places"

Here the teacher not only reminded students the importance of being an excellent professional, but also the importance of being an honest, responsible, upright... professional.

After making this reflection, the teacher continued with the next unit: "Going Places". First, he introduced the new unit by explaining the activities that he usually does after a hard and long week of work. Here, the next extract of the class observation and video transcription is.

212 - T - I work this Saturday, right? Until twelve o'clock. Twelve o'clock. I'm going to a farm, going to a farm in order to... ok... in order to work, I need to work, because I need, I need to check, check my bees, Do you understand? I check my bees; yes check my bees so...

213 - Student - Teacher ... what is the meaning of bees?

214 - Another student – bees...? Abejas.

215 - T - I check my bees and... I have to... I have to milk them, I have to milk the bees in order to take... to take out their honey... to take out their honey. You understand... honey?

216 - Ss - Yes.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

217 - T - So that means that I work... Monday, Tuesday, Wednesday, Thursday, Friday, Saturday... so my day off is ... Sunday

218 - S – Sunday?

219 - T - And I don't do anything. Here in this unit as the title says "Going Places", that means that these people in this year off are going to different places, are going to visit, visit different places around the world. Ok? Visit different places. And... it also says time and conditional clauses.

220 - S – Teacher... Conditional clauses?

221 - T - Yes... Time and conditional clauses. What does it mean in Spanish: "Time and conditional clauses"?

222 - S – It is understandable.

223 - T - What JD?

224 - JD – Lo que es?

225 - T – Si. Qué es eso en español. Qué es eso de clausulas, cuando en español uno le dicen una cláusula. Qué es esa vaina?...

226 - S – En Derecho es como un acuerdo con carácter legal.

227 - T – Es un acuerdo con carácter legal. Ahí si nos fregó... En gramática quién sabe qué es una cláusula?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

228 - S - Es como una norma... no?

229 - T – Una...?

230 - S - Como una norma, no?

231 - T - Una norma...

232 - S - Son como las reglamentaciones de cómo conjugar los tiempos verbales.

233 - T - Si lo relacionamos con lo que ella dice... Sí. Si, es eso. En gramática, en gramática una cláusula... una cláusula es simplemente una oración adicional. Ok. Vamos a tomarlo así. Simple, simple para no complicarnos con el discernimiento gramatical. Es simplemente una oración adicional, en una oración compuesta. Ok y la oración compuesta es la oración adicional. Bueno. Here in the introduction of the unit... in the introduction... the instruction number one says: Claire and her friend Anny are taking a year off from school to travel. Complete the sentences with phrases from the box below. In seven minutes, in seven American minutes, you are going to complete the list with phrases from the box. Ok? You are going to complete it with phrases from the box below. Understand? Yes or not. You have to complete this with this.

(The the teacher showed and pointed the exercise in the book) In seven minutes, in seven minutes.

234 - S – Teacher....

235 - T - Now in six minutes, no in five minutes...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

Here, the students took around ten minutes to complete the activity. Once they finished, the teacher checked the activity by naming some. Where there was difficulty understanding in how to perform the activity, the teacher explained what it was expected to be done. For instance, at the beginning of the activity, one student seemed confused. However, the teacher tried to simplify the directions. The teacher headed to his student's chair and by pointing the two halves of the exercise, he explained him that he had to match the first half of the sentence with its complement provided in the box below. Unfortunately, despite the teacher's effort, the student did not do well. Thus, the teacher asked another classmate to perform the exercise as you can read in the excerpts from turn 236 to 251.

236 - T - You read that...

237 - S - Leo y le digo con cual.

238 - T - In English, please. Read and...

239 - S - Read and ...

240 - T - Read and match. Aha.

241 - S - We're, we're going to leave...,

242 - T - Please stop, stop, stop.

(the teacher called the attention to his students because there was too much noise, so it was difficult to understand the student's answer. Once they were in silence the teacher let his student continue)

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

243 - T - Yes...?

244 - S - We're going to leave...

245 - T - We're going to leave... continue.

246 - S - We, we will, will while we're in Madrid.

247 - T - Is that ok?

248 - Ss - No.

249 - T - Is not ok. CI what do you say?

250 - CI - We are going to leave as soon as we have enough money?

251 - T - Ok.

252 - S - Teacher what is ...

253 - T - We are going to leave as soon as ...

254 - Ss - As soon as... as soon as

255 - T - As soon as ...

256 - S - Aceituna.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

(Here a student misunderstood the English pronunciation of “as soon as” to the Spanish word “aceituna” which caused some smiles from her classmates. The teacher did not paid attention to this, so he continued evaluating the exercise)

257 - T - As soon as we have enough money. Ok as soon as we have enough money.

258 - S - Teacher what's the meaning of as soon as?

259 - T - Yeah, wait. “As soon as...” we have... Immediately. Ok. LF... Number Three.

260 - LF - When we are in Australia, we are going to learn to scuba dive on the Great Barrier Reef.

261 - T - We ah... ok... When we... When we are in Australia, we are going to learn to scuba dive on the Great Barrier Reef. Is that ok?

262 - Ss - Yes.

263 - T – Yes... it's ok. Scuba dive es busear. Es busear and the Great Barrier Reef es un lugar de Australia. Number... excuse me... JF number four, please.

264 - JF - If we get sick, we'll take care of each other.

265 - T - Ok. If we get sick, we'll take care of each other. We'll take care of each other. It's that ok?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

266 - Ss – Yes, it's Ok.

267 - T – Yes, it's Ok. Next... Number five...

The teacher selected a student by pointing to her with his hand.

268 - Gr - After we leave to Australia, we are going to Europe.

269 - T - After we leave to Australia, we are going to Europe. Ok. After we leave to Australia, we are going to Europe. Fine. Good. .. Number... Eu... number six.

270 - Eu – We can stay with my friends if we don't stay in touch.

271 - T - Ok... excuse me?

272 - Eu - We can stay with my friends if we don't stay in touch.

273 - T – Is that ok?

274 - Ss – Nooo...

275 - Eu - We can stay with my friends... while we are in Madrid.

276 - T – umm...

277 - Ss – Yes. We can stay with my friend while we are in Madrid.

278 - T – Ok. We can stay with my friend while we are in Madrid. Ok. That's fine. Good. Seven? Number seven? Dn.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

279 - Dn – Our parents will be worried if we don't stay in touch.

280 - T – Ok. Our parents will be worried if we don't stay in touch. And KI? Who's KI...?

281 - KI – Here.

282 - T – Ahh... right.

283 - KI – we'll stay in Europe until we run out of money.

284 - T – Repeat please...

285 - KI – We'll stay in Europe until we run out of money.

286 - T – Ok. Pretty well. Now, I want you to take your book and start reading the text on page 71 and answer the question on page 70.

Students started reading the questions on page 70 and reading the text on page 70 to answer them in silence. After twenty minutes, the teacher said:

287 - T - I think that is all for today. We will continue working on this unit next class. Enjoy your weekend and have a nice week, too. But remember to have a look at this lesson before coming to class. See you next Saturday.

After having checked the exercise, and having them read a text, the teacher finished the class, but without first, inviting his students to review the lesson.

CLASS OBSERVATION 4

Classroom Observation	
Observation	No. 4
Place	Universidad Pontificia Bolivariana - Monteria
Subject	English
Level	Pre-Intermediate – (III)
Topic	Going Places
Date	August 15 th , 2009
Time	8:00 a.m – 11:30 a.m.
Observer	Jhon J. Avila C.

The teacher started his session by asking his students to complete the activity he had assigned the previous class and handed it to him in a piece of paper. When students finished, the teacher explained how the class was going to be developed. He said that the second part of the class was going to be carried out in the classroom. Then, they would have a twenty-five-minute break. After that, they were going to the English Lab where some listening exercises would be done. Finally around 11:30, they would have finished the class. Besides, he informed his students that the coming Saturday, they would not have class because of the party of the University. Once done this, he began the lesson of that they. Below a transcription of the class is. in this extract 182 speaking turns were carried out. 77 of which were conducted by the teacher and 105 by the students.

Class Observation Transcription 4

1 - T - What you are going to do today at the laboratory is listening activities based on the book. Ok. Based on the book. So in the laboratory, you'll have the

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

opportunity to put on your set head phones and listen well concentrated all the activities on it. This is the plan for today. Next class, next Saturday... next Saturday.

All students answer in an eagerly chorus because they were aware that during that week the university would be celebrating one more year of being founded.

2 - Ss - No class, no class, no class.

3 - T - Next Saturday, it is the coordinator who told me this, there is no class. So, I believe him. I trust him and if I fail it is his fault. Right? Next Saturday no classes... because you are going to have a big hangover. Because you are going to dance reggaeton on Friday. So, no class on Saturday. Right... well Eu... you are the first victim today. You are going to tell us, to tell everybody exactly what activities you developed last Saturday and today.

4 - Eu – Last class we made... eh...

5 - T – Excuse me. Pay attention to what Eu is going to say because I am going to ask you questions about his response. You have to be very attentive.

6 - Eu – We were reading a reading comprehension about “Megalopolis”...

7 - T – Excuse me what was the reading comprehension about?

The teacher pointed at one student.

8 - S – “Megalopolis”

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

9 - T – Excuse me? Please speak aloud.

10 - S – “Megalopolis”

11 - T – Yeah. Without fear. Ok. No fear. Ok. Continue. Pay attention to Eu.

12 - Eu – We were reading. Later, we answered the questions.

13 - T - Tell me a question about that reading.

The teacher once again selected another student to answer his request. (Sm)

14 - Sm – What?

15 - Eu - A question about that reading.

16 - Sm – Ah... eh... I remember or... (*Here she pointed to the book*)

17 - T – You can read if you don't remember any question

18 - Sm – Eh...

19 - T – Shhh. Pay attention to her.

20 - Sm – How can a city be an ugly exciting mess?

21 - T – Excuse me? Repeat again, please.

22 - Sm – How can a city be an ugly exciting mess?

23 - T - How can a city be an ugly exciting mess? What can you say about that?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

The teacher chose another student to answer the question. (Mc)

24 - Mc – eh... what? Excuse me?

25 - Sm – How can a city be an ugly exciting mess?

26 - T - How can a city be an ugly exciting mess?

27 - Mc – eh...

28 - T – Don't you remember? Don't remember?

29 - Mc – No.

30 - T – Ok. You. (Dn)

31 - Dn – Ok. Wait... A city is an ugly exciting mess because there are many constructions, and many buildings, many... many cars... many fast...

32 - T – Very...?

33 - Dn – Very fast. Well the city is many... many...

34 - T – Many or very...

35 - Dn – Ah. Excuse me very, very... exciting.

36 - T – read another questions. (LM)

37 - LM – Why will this city be important in the twenty-first century?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

38 - T - In the twenty-first century?... Eh... Jr. What can you say...

39 - Jr - Because eh... I think that... eh because... now there are more advance...
eh... and the evolution of the population is eh... with the past of the day is...

40 - T - Increasing. The population is increasing, dramatically.

41 - Jr - Yes. Increasing.

42 - T - Ok... Right... Well... continue. (Eu)

43 - Eu - Well... we read this... but we didn't finish the activity... eh...

44 - T - Well... you didn't finish the activity last Saturday. So today, you finish it.
Eh... what part did you finish?

45 - S - Part four. (Pm)

46 - T - Part four. Ok. What does part four include?

47 - Pm - Questions... four, five and six.

48 - T - Aha. What did you do?

49 - Pm - Answered the Question.

50 - T - You answer the question. Which question? Read.

51 - Pm - How are the people changing? Why do they want to own cars?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

52 - T – Answer it.

53 - Pm – I read?

54 - T – Ok. Are you going to machetiate?

Here the teacher made a joke (Are you going to machetiate? Meaning to cheat) because the student read directly from the book. Thus students laughed. In Monteria city, people use the expression: “meter machete” or “machetiar” to mean “to cheat”.

55 - Pm – I don't remember...

56 - T – Well... go ahead.

57 - Pm - The Chinese people seem to welcome dramatic change. They don't worry about losing traditional ways of life. They want the new. Why do they want to own cars? because if you have a car, it means you have the money.

58 - T – Ok... ok... please raise the hands, raise, raise the hands the students who participated today. The students that I called. Raise the hand. Raise the hand. Hay raise the hand. Eu, Sm, LM, Mc, Dn, Jr, Pm. Ok. Now it's time to develop different activities from the book. So please take your books and open them on page... on page sixty-eight... page sixty eight. Look at the activity three in this page. This activity sais, the instruction sais: Work with a partner. One of you is going skiing for the first time. Do you know what skiing is? in Spanish? Do you know what skiing is in Spanish?

59 - Ss – Yes. Esquiar.

60 - T – Yes. Esquiar. The other sees all the problems. Use these ideas to help you. Example: What will you do if there's no snow? We'll go for a walk. Right...? and you are going to use these. For example: what will you do, if you don't like the food? If it rains? If you don't learn to ski? If you hurt? E.t.c. e.t.c. So, you are going to complete that in ten minutes. No in eight minutes. In eight minutes. After that, you are going to speak. You are going to talk. You are going to make a conversation, ok? Using these activities. So, ya. In eight minutes... I'm going to write the first for you on the board. Pay attention to the first. What will you do, you are going to talk about the future, what will you do if... if... what will you do if you don't like the food? And you are going to think of a response... ah... well if I don't like the food, I will... such and such and such... ok? If I don't like the food, I'll... ok. Understand or not.

61 - Ss – Yes.

62 - T – Ready? Go ahead.

Here the teacher explained in great detail what students were expected to come out with. He also wrote the first example on the board to make it easier for students to cope with the task. To get this he provided examples as you can see in the turn 60 above.

Students started working individually and in silence in the activity. After ten minutes the teacher called up students' attention to begin checking the task. He first gave

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

the directions how to carry out it. Please, read the next extract of this class observation.

63 – T - ...Ok. Listen what we are going to do is as follows. Listen and pay attention. Firstly, I'm going to call one student. When you hear your name... immediately... immediately, without thinking a lot... immediately, you are going to ask a question to one of your partners. You mention the name of the person you are going to ask a question... and that person is going to answer. Ok? It is very fast. Quickly... very quickly. Ok? So, you don't have the right to... you don't have the right to stop. Ok? If you stop, I'll put you a zero here... a one. If you stop, you'll have one. Ok?... Yes. You get it? Do you understand?...

Here one student made a negative movement with his head. Thus the teacher repeated the instructions providing a more concrete example.

...Well I repeat. Pay attention... I'll mention a name. I'll call one of you. I say for example Juan. Juan, ask a question to José. Ok? And José answers that question. Ready? This is very quickly... quickly.

Once the students understood the activity, the teacher was ready to call the first student, but he was able to find his pen. So, he made a joke to see if his students had seen his pen. The joke was: "Hay... who robbed my pen?... who robbed my pen? When students heard that just laughed. Once the teacher found it... students used a mix of Spanglish: "hay teacher..." and everybody laughed again. The teacher looked at his list and called a student to start the activity.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

64 - T – Ok. Ready?... Dn... ok... yes. Start. You mention a name, immediately.

65 - Dn – El.

66 - T – El.

67 - Dn – What will you do if you don't like the food?

68 - El – I'll carry my food.

69 - T – El, use... in the response... use his question... if I don't like the food, I... again.

70 - Dn – What will you do if you don't like the food?

71 - El – if I don't like the food, I'll carry my food.

72 - T – My own food... Ok. Another.

73 - Dn – One question.

74 - T – Yes?

75 - Dn – Pero en Español.

76 - T – No!

77 - Dn – Si la pregunta está en...

78 - T – No!

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

79 - Dn – Si the question are...

80 - Ss – Si the questions are... hahaha...

81 - Dn – Si the question are in the future... the answer...

82 - T – Is in the future.

83 - Dn – Ah. Ok.

84 - EI – Vc. What will you do if it rains?

85 - Vc – It rains...

86 - T – If it rains...

87 - Vc – If it rains, I will enter in my house.

88 - T – You will enter to your house... but remember that you are skiing...

89 - Vc – Ah skiing... I will look for refuge... osea refugio.

90 - T – Ah... refuge. Select one.

91 - Vc – Como te llamas?

92 - S – My

93 - Vc – My. What will you do if you hurt yourself?

94 - My – I will should go to the doctor.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

95 - S – If

96 - T – If...

97 - My – if...?

98 - T – If I hurt myself... If I hurt myself...

99 - My – I will should go to the doctor.

100 - T – Repeat. Complete. Complete.

My - If I hurt myself, I will should go to the doctor.

101 - T – I will should... no. you can't use two auxiliaries at the same time. I **will... go to the doctor. Right?**

102 - My – Ok.

103 - T – Ok. My? Mention a name...

104 - My – Kt.

105 - T – Ok. Kt. Yes.

106 - My – What will you do if you don't make any friends?

107 - Kt – I will meet other people and make new friends... Eu... What will...

108 - T – Who?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

109 - Kt – Eu.

110 - T – Ah. Eu.

111 - Kt – What will you do if you lose your money?

112 - Eu – Ok. That's not problem because I have "master card" in my bathroom.

113 - Ss – Vaya... aya... laughs.

114 - Eu – L. What will you do if you get lost in a snow storm?

115 - L – if I get lost in a snow storm, I will (...) my objectives Eh... Pecas (Jm)

What will you do if there's nothing to do in the evening?

116 - Jm – If there's nothing to do in the evening, I will do something in the evening... hum... Dn. What will you do, if lose your money?

117 - Dn – If lost my money...

118 - T – Jm – If I lost my money

119 - Dn - If I lost my money, I will tell some friends to lend some money.

120 - T – Ok. Lose is the present. Lose. Lost is the past. Ok. If I lose my money, I'll...

121 - Dn – If I lose my money, I will to tell some friends...

122 - T – I will...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

123 - Dn – I will tell some friends to lend me some money... a lot of money.

124 - T – Yes!

125 - Dn – You. W. What will you do if you get lost in a snow storm?

126 - W – If I lost in a snow storm, I will train in my x-box...

127 - T – Excuse me?

128 - W – I will play in the x-box. Jr. What will you do if it **rains**? *The student read it as it is written. Thus the teacher correct the pronunciation.*

129 - T – If it rains.

130 - Jr – If it rain, I'll stay at home... JC... What will you do if don't like the food?

131 - JC – I will buy other food.

132 - T – If I... JC is lost. If I... JC... If I don't like the food, I'll...

133 - JC - ... If I don't like the food, I will buy other food.

134 - T – Ok. Stop. Right. Now everybody... close the books and keep the papers. Everybody. Close everything. Now listen. I am going to ask you some questions and you answer them. Ok? For example: what will you do if the teacher puts you a one here? Gr?

135 - Gr - ... I will cry.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

136 - T – Complete. If...

137 - Gr – If you put one, I will cry.

138 - T – Ok. JC. What will you do... attention to me... hay... JC close the book. Right. What will you do if the teacher, if the teacher doesn't accept that you arrive late to class?

139 - JC – I will...

140 - T – Complete. If...

141 - JC – If you... if you...

142 - T – attention. What will you do if the teacher doesn't accept that you arrive late to the class?

143 - JC – If you doesn't...

144 - T – If you...

145 - JC – If you don't accept, I will...

146 - T – No. No.

Here the teacher with gestures, mimic tried to make his student reconstruct the question he posted.

147 - JC – If you don't accept that I arrive late to the class, I... I...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

148 - T – I will...

149 - JC – I will go

150 - T – I will go... where?

151 - JC – I will go in the house.

152 - T – Ok. I will go home. Ok? If you don't accept I arrive late to the class, I'll go home. Ok?... Nt. Where is Nt?

153 - Ss – She isn't in this class.

154 - T – Who knows Nt here?... Nobody knows Nt here?... Mi?... you don't have any grade here. You are totally blank. No grades... Well attention. What will you do if the teacher sais today hay... you failed the course?

155 - Mi – I will speak with you.

156 - T – Complete. Use my question.

157 - Mi – If the teacher sais...

158 - T – I fail the course

159 - Mi – If the teacher sais, I failed the course...

160 - T – I will...

161 - Mi – I will talk with you.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

162 - T – If the teacher says I failed the course, I will talk to him. To the teacher. And the teacher is going to say sorry... Mc... What will you do if... attention... What will you do if the teacher says now... that next Saturday we'll have classes?

163 - Mc – If the teacher says that we'll have classes..., I'll tell the group that we can't drink because next Friday we have a... concert... reggaeton.

164 - T – Ok. Pretty well. Right. Now please, attention. Pay attention. Now, you in two minutes, in two American minutes, you are going to think in a question. You think in a question... what will you do if...such... and such and such... Ok? In two minutes. Don't write anything. You don't need to write.

The students started thinking silently in a question, which they were supposed to formulate to one of his / her classmates. The students took around five minutes to prepare the question. This time, the teacher did not nominate any student to start the task, but he asked a volunteer. This activity was developed similarly to the previous task. That is to say, like a chain drill activity. One student selected another to ask the question. Once the selected student answered the question, he / she asked another student a question, who was expected to answer it. The latter student asked his / her question and selected another one. The activity went on and on in the similar way. Here some extracts of this activity are:

165 - T – Ok. The time is over. I want a volunteer to start asking his or her question. I am not going to pick up any student in particular. I want you to participate voluntarily. Ok?... Don't be afraid of speaking or participating. Right? The idea is: one student selects another student and formulates his or her

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

question. The other student should answer it. If you don't understand the question, you can say: excuse me, can you repeat? Or repeat again, please. Is it clear or not? No problem?

166 - Ss – No problem... teacher.

167 - T – Ok. So let's start. Who is the first? Who wants to begin... any volunteer?

168 - S – Me teacher. (L)

169 - T – Ok. L. Go ahead.

170 - L – Excuse me... Dn... Dn... What will you do if... if you... you see your girlfriend with another?

171 - Dn – Oops... eh... If I see my girlfriend with another, I will... hum... say bye baby.

172 - Everybody – Laughed

173 - Dn – Sm... What will you do if... your... you win the lottery?

174 - Sm – ... If I win the lottery?...

175 - Dn – Yes.

176 - Sm – ... If I win the lottery, I will travel... a lot... Excuse me... Jm... Jm... What will you do if you... forget the birthday of your girlfriend?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

177 - Jm – She will be very “guapa”

178 - T – You mean disgusted?

179 - Jm – Yes, teacher. Thank you. Disgusted.

180 - Sm – But you.

181 - Jm – Ah me?... well I will say I am sorry.

...

After some participation the teacher stopped the activity to tell his students that in that moment they were going to have a 20-minute break. He emphasized them that after the break they would go to the lab where they were going to make some listening exercises. Thus they only had to take 20 minutes. No more.

At 10:25 the students arrived at the lab. The teacher explained the activities and asked them to listen very carefully and complete the listening tasks. The students followed the teacher's direction and completed the different exercises. This part was not feasible to transcribe because the video recording was ununderstandable. At about 11:30 A.M. the teacher finished the class, but first he gave his students the last instructions for the next class. In the extract below is what the teacher said:

.....

182 - T – For next class I want you to prepare a conversation where you use the topics we have been dealing with during the last classes. You think in a situation in

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

which you put into practice the grammar, vocabulary... etc. This conversation should be prepared in groups of two. You are going to represent to me. Ok? Next class, I am going to take two grades. The first is going to be your performance of the conversation you prepared in advanced, and the second, the second is going to be a written test. So, don't forget to study. Right? You got it? Or not. I repeat. At the beginning of the class you will be performing, representing, acting the conversation that you have to prepare. Ok? When you finish presenting the conversations, that is, when the last couple finishes representing the conversation, we are going to start the written test. Ok? Right. No problem?

183 - Ss – Noooo.

CLASS OBSERVATION 5

Classroom Observation	
Observation	No. 5
Place	Universidad Pontificia Bolivariana - Monteria
Subject	English
Level	Pre-Intermediate – (III)
Topic	Going Places
Date	September 5 th , 2009
Time	8:00 a.m – 9:30 a.m.
Observer	Jhon J. Avila C.

The teacher started the class once most students had arrived. He reminded them the instructions that he had given the previous class. As soon as the students understood what they were expected to do, the teacher asked to all of them to leave the classroom except the couple that he had selected to start (re)presenting the oral activity. Here the directions that the teacher gave are:

Class Observation Transcription 5

1 - T – Good morning.

2 - Ss – Good morning teacher.

3 - T – Ok. Listen. What we are going to do today is as I told you last class. First, I'm going to call couple by couple. The couple sits with me and tells me, represents the conversation. And when everybody finishes, immediately, immediately we'll begin the written test. That means if you finish early, you will go home early, too. So, I'm going to call two students. The rest should be out. But wait a minute... Kt and her couple... the rest out of the classroom.

SOME CONVERSATIONS TRANSCRIPTIONS**Conversation 1**

The teacher explained to the couple, once again, what he expected from them and from that activity. He also emphasized that he did not want them to speak in Spanish while performing the assessment. He warned them if they speak in Spanish, their grade would be affected negatively. These warnings were repeated over and over as each couple passed. He also added that if he considered necessary to intervene in the conversation they prepared, he would do it. When students got it, the teacher asked them to start. Thus, they did.

The following are transcriptions of some conversations the students presented.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

1 - T – Well. Remember why you stay here. I'll explain. You prepared a conversation. You speak and I can participate in what you are speaking.

2 - Mc – Usted participa...

3 - T – Yes... Remember no Spanish. It isn't permitted. Remember that everything must be in English. If you have a question for me it must be in English because if you speak in Spanish I will reduce your grade. Ok?

4 - Mc – “Nos reduce la nota”?

5 - T – You are using Spanish. It is in English... Ok. Start.

6 - Kt - Hello Maurico, good morning.

7 - Mc - Good morning Kt. How are you?

8 - Kt - I'm fine, and you?

9 - Mc - Fine, thanks.

10 - Kt - Mc, what do you have to do today?

11 - Mc - I have to go to University because I have English exam, and you, what do you have to do today?

12 -Kt - I have to go to the work of my mother, and it's very hard.

13 - Mc - Mmm, and what is her job?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

14 - Kt - She is lawyer, and she should talk with her boss because she work's all the day.

15 - Mc - I think that she should going of vacations.

16 - Kt - Yes, I think the same.

17 - Kt - And, How are your family?

18 - Mc - They are good, but my father have diarrhea.

19 - Kt - And, He was to the doctor?

20 - Mc - No, he was not to the doctor, he don't have time, he work's all the day.

21 - Kt - Ok, I have got to go the work of my mother.

22 - Mc - Ok, call me as soon as possible, I'll go to study in the house of Andres.

23 - Kt - Good, in the night look for me, and we can talk about of the English exam.

24 - Mc - Ok, bye.

25 - Kt - Bye, bye.

26 - T - Call me please...My and...

Conversation 2

1 - My - Profe...

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

2 - T – No Spanish. If you talk to me in Spanish, you will have a low grade. Ok?

3 - My – Teacher. I have a problem.

4 - T – Ah yes? What's the problem, My?

5 - My – I prepared a situation, a monologue alone because I don't have time to prepare it with my partners. I live in Sahagun. I can't come to Monteria to...

6 - T – Ok. So let's see what you prepared...

7 - My - I'm going to talk to you about the problems .

The problem is a difficult situation that has to be resolved, but in very occasions we do not know like resolving them and is necessary that other people give us a advice because we do not find the exit to the problem and as we are involucrate is necessary that see from another perspective. You that believe?

For example Ana has son , his name is LF ,he lives at home, he stays in bed until late and he watches TV all the time , he do not help in the house.

He also think in eats and dreams, he dropped out of school, he never had a job and has a girlfriend and his girlfriend is pregnancy. What think this problem?

8 - T – And what do you think of this problem? Can you give a solution?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

9 - My - I think she should leave to go to his son, he is not a boy and he will dad so he must begin to make on the responsible of his actions and of his girlfriend. **T** - Sure? Why?

10 - My – Because today is normal a this situation. She is worry because she want a better future for his son. I do not see me in this situation. I am not prepared for to be mom.

11 - T – Ok. Can you call the next. EI and his couple.

Conversation 3

1 - LF and EI – Hi teacher. We prepare a conversation in three parts.

2 - T – Ok. I suppose you prepared the conversation. Didn't you?

3 - LF and EI – Yes, teacher.

4 - T – Well. I will ask you some questions if possible during your conversation. If I consider necessary I will ask you some questions. Ok? Very good. Start

5 - LF - Hello EI

6 - EI - Hi LF, how are you?

7 - L - Very good, planning to travel

8 - E - Where is the travel?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

9 - L - I don't know, I think nothing

10 - E - We should go to travel a Cartagena city

11 - L - Good idea, when we go?

12 - E - I don't know, I go to the doctor tomorrow

13 - L - Are you sick?

14 - E - Not, Only a medic check up

15 - L - Ok. I tell with my father for that lend me the car

16 - E - Ok. See you later

MEDIC

17 - EI (E) - Hi doctor, my name is EI. How are you?

18 - LF Doctor - Fine EI

19 - E - Doctor, can you help me?

20 - D - Sure, what is your problem?

21 - E - Only a medic check up

22 - D - Ok, sit down.....hum.... Ok you are fine, no problem

23 - E - Thank you doctor, I go to Cartagena good bye

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

24 - D - Ok good bye good luck

NEXT THE DOCTOR

25 - LF (L) - Hi EI, how are you?

26 - EI (E) - Good, I don't have nothing

27 - L - Oh that's good, let's go to Cartagena

28 - E - Ok, but first we should go to look to Sofy and Ana

29 - L - Yes, they are friendly and sexy

30 - E - Ok let's go to her home

31 - L - Ok let's go..... good, I have the Money, car and the girls, we can go now

32 - E - But, tell me. Have you the papers in ruler? Because have to had the papers in ruler to travel

33 - L - Yes man, everything are in ruler

34 - E - Ok, man let's go to Cartagena

35 - T - Ready? Ok. The conversation was ok. It was ok. But you have to correct some little problems. You have to check a little the grammar. For example you don't say: "I think nothing" instead, you may say I haven't thought of anything, yet. "...travel a Cartagena city" but travel to Cartagena. "...I tell with my father for that

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

lend me the car" I suppose you mean that you want to ask your father's car. So you may say "I am going to talk to my father to borrow him his car" another expression was... eh... "...everything are in ruler". You say "everything is in rule" not ruler. Well. Those were some of the mistakes. But in general terms, your conversation was understandable. Good. Now, can you please call Ms end her partner, please?

36 - EI – Ok. Teacher. Bye.

37 - T – Bye. See you in some minutes in the written test.

Conversation 4

1 - Ms and Js - Hi teacher. Nosotros vamos a...

2 - T – Wait. Wait. Wait a minute. Remember do not speak Spanish because I don't understand it. No Spanish. Ok? Only English.

3 - Js – Sorry teacher.

4 - T – Did you prepare the conversation?

5 - Ms – Yes.

6 - T – You can start whenever you want. Ah, but remember that if I consider necessary I can ask you some questions. Ok? Start.

7 - Js - Hi

8 - Ms - Hi, how are you?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

9 - Js - Hum... I feel a little sick last night I could not sleep very well with a stomachache

10 - Ms - And have you visiting the doctor?

11 - Js - No, I have many commitments in the university, but I'm going tomorrow, and how have you been? How you been doing in the university?

12 - Ms - I've been good, yesterday I did a finance exam and I did well.

13 - Js - ... That well, I will attend a finance conference in Bogotá, and are you going to attend?

14 - Ms - I planned to attend, but I have changed my plans...

15 - Js - Why?

16 - Ms - If I was attending the conference, I could not travel with my family.

17 - Js - Oh ... I visit my family as soon as it comes to holidays

18 - Ms - Where does your family live?

19 - Js - My family is living in Santiago de Chile. I am in Colombia for my studies; I can go to Santiago as soon as I finish my studies.

20 - Ms - I'd love to visit Chile and go to Atacama Desert, I understand that is spectacular.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

21 - Js - Yes, I've visited with my family is a wonderful place, which is by the sea. I also know some vineyards, the largest in the world where large quantities of wine are produced.

22 - Ms - Yes, it would be wonderful to know these beautiful places.

23 - Js - Ok, when you travel, you can stay with my family, they will receive you gladly.

24 - Ms - Oh, great. If things go well, we planned my trip for the upcoming holidays.

25 - Js - Just let me know, my family is very nice.

26 - Ms - Ok, fine, I'll call you as soon as you decide when to travel.

27 - Js - Ok, see you

28 - Ms - Ok, bye. Be well.

29 - Js – Finish teacher.

30 - T – that's it?

31 - Ms and Js – Yes.

32 - T – Ok. Please, call Eu and his partner. Thanks. See you later.

Conversation 5

1 - T – Hi Sirs. How are you?

2 - Eu – Good. A little nervous.

3 - T – Don't worry. Can you remind me your name, please?

4 - Dn – Dn

5 - T – Ok. Dn and Eu, Maybe I will ask you some questions. But, if it is not necessary... no problem. Ok. You can start.

6 - Dn – Teacher. We have several papers. Sometimes we are going to be father, brother or receptionist... No problem?

7 - T – No problem. Start.

8 - Eu – This is our plan for vacations.

THE VACATIONS

9 - E (father) - Hi family, how are you?

10 - D (brother) - Hi brother, we are fine

11 - E - What are you doing?

12 - D - We are thinking to travel on vacation

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

13 - E - Good, what did you decide?

14 - D - We don't know, we are indecisive, the girls want to go to a hot place but the guys want a cold place.

15 - E - Well, if we go to a hot place we can go to the beach, surfing, take a suntan and others things

16 - D - Yes, that's true brother, but if we go to a cold place, we can skiing on the snow. We can make snowmen and others things

17 - E - Yes, that's true, too. Is very difficult to decide. We should go to a travel agency. They can help us

18 - D - Ok, good idea, let's go

19 - E - Good afternoon

20 - D (receptionist) - Good afternoon, can I help you?

21 - E - Yes, we don't know where is the best place to travel

22 - D - Well, we have many options to travel, this are the best...

23 - E - I don't know what I should do, what do you recommend me?

24 - D (r) - Well, we have 40% off in hot place, you should go to Puerto Rico...

25 - E(f) - Ok, very well. Give me five tickets

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

In Puerto Rico.....

26 - D(r) - Can I help you? Welcome to Decameron's hotel

27 - E(f) - Yes, I have reservation here

28 - D(r) - Ok, what's your name?

29 - E(f) - My name is Michael Thompson

30 - D - Wait a moment please. Mr. Thompson?, I'm going to search on the system?

31 - E - Ok

32 - D - Well, that's true, how many people are?

33 - E - We are five people

34 - D - Mr. Thompson, do you want a suit or normal room?

35 - E - A suite please

36 - D - Ok, Mr. Thompson, your room is the number 908

37 - E - Thanks you

38 - D (brother) - Hey family let's go to the beach

39 - E (f) - How long does it take we to get to beach?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

40 - D - We can get here in five minutes

41 - E - Well family here you can take a photo. Do some shopping and make friends. Do You want.... I see you later.....

Oh, there was the best vacation of our live..

42 - D - We have to do it more time

43 - E - The best was we were surfing on the sea

44 - D - Test, it was new for me it was very exciting

45 - E (father) - What will we do the next summer?

46 - D (brother) - I think that we have to get back to Puerto Rico again

47 - E - Yes, is possible, but I want to meet Republica Dominicana

48 - D - Ok ready to the next vacation...

49 - E – That's it teacher. We finish.

50 - T – Ok. Excellent. You have five. Next...

Conversation 6

1 - Dn and L – Hi teacher.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

2 - T – Hi. Remember that in this moment we are in an English exam. So, Spanish is not permitted...

3 - L – So, Spanglish... hahaha.

4 - T – If you speak Spanish I'll reduce your grade. Ok?

5 - L and Dn – Ok. Ok.

6 - Dn - I love you teacher...

7 - T – I love you, too. Remember while you are presenting the conversation if I consider necessary I will ask you some questions. But if it isn't necessary... no. Ok? Go ahead.

8 - Dn – Hi L. How are you?

9 - L – I'm fine. Thanks.

10 - Dn – What are you doing?

11 - L – I'm waiting the bus.

12 - Dn – Yeah? Where are you going to?

13 - L – I'm going to work

14 - Dn – Where are you working now?

15 - L – I'm working in a supermarket.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

16 - Dn – Wonderful. I should go to the downtown. Do you want a ride?

17 - L – Ok. Let's go. Thank you.

18 - Dn – L, and your husband is working now?

19 - L – Yes. He has his own business. But now he is in the hospital. He had an accident.

20 - Dn – Oh my God. That is terrible. But tell me what happened?

21 - L – Yes. He was playing football and broke his leg. Now, doctors say that it is necessary a surgery. He is taking some drugs and... it is terrible.

22 - Dn – Oh. I'm so sorry. You should be very careful. And tell me what else doctor told you?

23 - L – Well... they say that I have to take care of him. Be very careful with some medication, the food. For example, no spicy food...

24 - Dn – Oh that's good... but you should be very careful with him and you have to give him all the medicine. And tell me do you go to the hospital in the afternoon?

25 - L – Of course I have to go when I finish work.

26 - Dn – If you want I will go with you...

27 - L – Oh yes. Of course. Thank you. I will call you as soon as I finish my work.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

28 - Dn – Ok. That is perfect for me... Well, we have arrived.

29 - L – Ok. Dn, thank you very much.

30 - Dn – Ok. L bye, bye.

31 - L – Bye. See you then.

32 - T – Ok. Your conversation was ok. But you have to practice a little bit more. I understand the nervous... but it was ok. You have a 4.6 and you too.

33 - Dn and L – Thanks teacher...

34 - T - Please say CI that she is next and her partner of course. Thank you...

Conversation 7

1 - T - CI and KI... How do you feel today.

2 - KI – Nervous teacher. Very nervous.

3 - T – Why?

4 - KI – Teacher because the exam.

5 - T – But... eh... didn't you study and prepare the conversation?

6 - CI – Yes. But we are nervous.

7 - T – Don't worry. Take it easy and relax. I'm sure you'll do it very well. Ok?

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

8 - KI and CI – Ok. Teacher. Our conversation is a reservation in a hotel, teacher.

9 - T – Ok. start.

HOTEL BOOKING

10 - KI (Receptionist) - Hello, Marriott Hotel, how may I help you?

11 - CI - Hi. I'd like to make a reservation.

12 - KI - Just a moment. OK, for what date?

13 - CI - July 25th.

14 - KI - How many nights will you be staying?

15 - CI - 2 nights. What's the room rate?

16 - KI - 75 dollars a night plus tax. Would you like me to reserve a room for you?

17 - CI - Yes, please.

18 - KI - Your name?

19 - CI - CI Sierra

20 - KI - How will you be paying?

21 - CI - Visa.

22 - KI - Card number please.

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

23 - CI - 4198 2289 3388 228.

24 - KI - Expiration date?

25 - CI – September first 2012

26 - KI - OK, We'll see you on the 25th.... We finish teacher.

27 - T – Yeah? Ok. Well, the presentation was... ok. But you have to improve some aspects little by little. Step by step. Especially in the pronunciation.

APPENDIX 2

UNIVERSIDAD PONTIFICIA BOLIVARIANA

SECCIONAL MONTERÍA

SURVEY TO THE TEACHER

OBJECTIVE:

This survey is conducted with the main purpose of learning your opinion about the following issues. Please, answer these questions as honestly and sincerely as you can.

You can use either English or Spanish (or both) to answer these questions.

1. How important is English in today's world?
2. How important is English to you?
3. What strategies and methodology do you use to teach it?
4. Do you think that the activities carried out in the class are relevant for English language learning?
5. What do you think it is that "factor or thing" that affects your student's English learning? (positively or negatively)
6. Is there a barrier that makes your students not use the English language inside or outside the classroom? if so,
7. What is/are that / those barrier(s) that impede(s) to use it either inside or outside the classroom?

ANSWERS

1. English is the most important language around the world. This language is used in different countries in order to develop different types of activities such as business, education and some others.
2. As an English teacher, English is not only important for the reasons mentioned above, but also because teaching it; I can earn my daily bread.
3. I use a communicative approach, implementing activities that permit facilitating the interaction in the classroom. Activities such as authentic conversations, analyzing movies, discussions, help create a motivating atmosphere in the classroom.
4. Of course they are. It is through the activities as the teacher can encourage students to become themselves in active participants of their own learning, using the target language not only in the classroom, but also out of it.
5. Positively, students are aware of the necessity of learning English as an important tool to succeed nowadays. Negatively, the fear to make mistake.
6. I think that it could be the context, because most of the students only use English in the classroom, and they don't find it useful or mandatory out of the class.
7. Personally, I don't find any barrier for using my English both inside or outside the classroom, because I have already overcome the fear to use it wherever I need it. But, I think that students are afraid of using it inside or outside the classroom because they don't want to make mistakes. They usually manifest their fear to be embarrassed in front of their classmates and

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

teacher for their lack of knowledge. Another barrier, I think, is the lack of time to study or practice it. There are also some students that definitely don't like English for many reasons. For example, they have had bad experiences learning it. Or they are simply lazy

APPENDIX 3

UNIVERSIDAD PONTIFICIA BOLIVARIANA

SECCIONAL MONTERÍA

SURVEY TO THE STUDENTS

OBJECTIVE:

This survey is conducted with the main purpose of learning your opinion about the following issues. Please, answer these questions as honestly and sincerely as you can.

you can use either English or Spanish (or both) to answer these questions.

1. How important is English?
2. How important is English to you?
3. If English is important to you, what do you do to learn it?
4. How much time do you devote to practicing English outside the classroom?
5. Do you think that the activities carried out in the class are relevant for your English language learning?
6. What do you think it is that “factor or thing” that affects your English learning? (positively or negatively)
7. Is there a barrier that makes you not use the English language inside or outside the classroom? if so,

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

8. What is/are that / those barrier(s) that impede(s) you to use it either inside or outside the classroom?

ANSWERS

In general terms, the surveyed participants agreed that English is one of the most important languages in the world.

Therefore, it is very important for them to learn it. However, most of them do nothing different from what they do in the English class to learn it. Very few of them are in contact with English somehow. For instance, some of them watch movies, listen to music, chat or read texts in English.

Thus, the time they devote to practicing English outside or inside the classroom is very scarce.

The surveyed subjects think the activities carried out in class are relevant, important and conducive to language learning. but unfortunately, they feel there are some barriers such as fear or embarrassments to make mistakes in front of their partners or teachers, lack of confidence, no time to study or practice English, the big amount of academic load, the lack of direct contact with target language native speakers or at least persons who speak English are some reason they mentioned that affect their language learning.

APPENDIX 4**UNIVERSIDAD PONTIFICIA BOLIVARIANA****MONTERÍA****ENGLISH CLASS PLAN****Topic:** Giving advices**Time:** Four hours**Level:** English three**Teacher:** Luis Amado Rodríguez Portocarrero

Objective: students will be able to give advices according to a given situation and using the grammatical structures studied in the unit.

Warm-up activity: the teacher introduces the topic asking about possible problems that students could have at the university or at home, making emphasis on their health.

Presentation: Students will listen to the tape which refers to a conversation between a student from Chile and his doctor.

Controlled Practice activities

Listening

CAUSES THAT AFFECT ORAL INTERACTION DEVELOPMENT

Questions about the listening activities

Giving reports about the listening activity

Reporting real problems

Giving solutions to the problems reported by the students

Free Practice:

Students sit in a horseshoe-like and tell their problems and give solutions to them.

Assessment: Students will write a paper about what they have told to their partners for handing out to the teacher.